DOCUMENT RESUME

ED 337 629 CE 059 251

AUTHOR	Hendrickson, Henry
TITLE	Work Experience Handbook. Bulletin #6423.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE	86
NOTE	264p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Admission Criteria; Course Content; *Curriculum Design; Educational Philosophy; Employment Opportunities; High Schools; *Instructional Materials; Instructor Coordinators; Job Placement; Needs Assessment; Occupational Safety and Health; Problem Solving; Program Development; Program Evaluation; *Program Implementation; Publicity; School Business Relationship; School Safety; Student Employment; *Work Experience Programs
IDENTIFIERS	Wisconsin

ABSTRACT

This instructional manual presents work experience program coordinators with special methods, competencies, and strategies for organization, implementation, and evaluation. The manual contains 13 sections: (1) assessing program potential; (2) philosophy development; (3) initial organizational steps; (4) student selection process; (5) job placement; (6) job site development; (7) publicity; (8) outside agencies and services; (9) safety and health; (10) strategies to minimize problem areas; (11) program evaluation; (12) course content ideas; and (13) three appendices. The appendices include the following: Wisconsin Department of Public Instruction resources, Wisconsin Department of Health and Social Services Resources, and additional resources and work experience bibliography (57 references). Sample forms are included throughout the manual. Also included with this document are the following related handouts: guide for the employment of minors, Wisconsin's labor standards laws, work experience rationale, work experience education, and Wisconsin administrative code regarding child labor. (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED337629

WORK EXPERIENCE

HANDBOOK

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Hannatsch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION / HERBERT J. GROVER, STATE SUPERINTENDENT

BEST COPY AVAILABLE

WI8613503

WORK EXPERIENCE HANDBOOK

Henry Hendrickson

Community Services Specialist
Job Training/Special Needs Program Section

John Benson
Administrator
Division of Instructional Services

Richard Dignan
Director
Bureau for Vocational Education

Wayne Sherry
Chief
Job Training/Special Needs Program Section

Donald G. Sneen
WECEP Coordinator
South Junior High School
Eau Claire School District

Thomas F. Dorr
Former WECEP Coordinator
English Instructor
Homer DeLong Junior High School
Eau Claire School District

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent
125 South Webster Street, P.O. Box 7841
Madison, WI 53707-7841

1986

Copyright © 1986 by Wisconsin Department of Public Instruction
Bulletin #6423
The Department of Public Instruction does not discriminate
on the basis of race, sex, age, religion, handicap or national origin.

Table of Contents

		Page
Foreword		vii
Introduction		ix
Goals and Objectives		xi
I.	**Assessing Program Potential**	
	Introduction	2
	The Work Experience Coordinator	3
	Identifying Potential Employers and Resource People	5
	Securing Job Stations: A Six-Step Approach	6
II.	**Philosophy Development**	
	Introduction	10
	Questions to be Considered in Developing a Philosophy of Education	11
	Prosser's Sixteen Theorems on Vocational Education	12
	A Road Map for Coordinators	17
	Eau Claire's Model WECEP Plan	20
III.	**Initial Organizational Steps**	
	Introduction	26
	Twenty Steps for Organizing a Work Experience Program	28
	Initiating a Vocational Education Program in a Specific Area	29
	Suggested Procedures for Initiating and Developing a Vocational Education Program	31
	WECEP Recommendation Form	34
	Model WECEP Job Placement Plan	35
	Weekly Report	35
	Sample Student Folder	36
	Work Experience Program Sample Advisory Committee Directory	37
	Model Vocational Education Data Sheet	37
	On the Job Tally Sheet	38
	Confidential Pupil Information Sheet	39
	Model Student Classroom Evaluation	40
	Model Transportation/School Car Form	41
	Student Schedule	41
	Sample Work Experience Roster	41
IV.	**Student Selection Process**	
	Introduction	44
	The Selection Committee	44
	Getting Student Recommendations	44
	Work Experience Program Referral Form	45

Instruments and Strategies 46
Placement Evaluation Guide 46
Placement Game Plan 48
The Initial Selection 49
Parent Letter 49
Student Application Blank 51
Program Interview Questions 53
The Final Selection 54
Work Experience Parent or Guardian Contract 55
Student Responsibilities Contract 56
Suggested Questions for the Selection Interview 57

V. **Job Placement**
Introduction 62
Employment Development Profile 62
Job Placement Criteria 63
The Placement Process 64
Resources and Activities 65
Employer/Supervisor Evaluation of the Student 66
Checklist for Evaluation of Training Stations 67
Student Evaluation of Training Stations 68
Parent Evaluation of Job Site 69
Employer Evaluation 70
Student Self-Evaluation Form 71
Job Termination Report 72
WECEP Training Agreement 73

VI. **Job Site Development**
Introduction 76
Advisory Committee 76
Communication Systems 78
Developing Job Sites 80
Transportation 82
Maintaining Job Sites 82
Evaluating Student Job Performance 83
Evaluating Job Sites and Supervisors 84
Resources and Activities 85
Laundry List of Suggested Advisory Committee Activities 85
Forms and Letters 86
Letter for Recruiting New Employers 87
Invitation to Serve 88
Committee Appointment Letter 89
Committee Meeting Schedule 90
Interview Planning Form 91
Potential Employment Contact 92
Coordinator's Self-Evaluation Checklist 93

VII. **Publicity**
Introduction ... 96
Publicity Possibilities ... 96
Resources and Activities ... 96
Preparing a News Release ... 97
Sample Newspaper Article ... 99
Certificate ... 100
School Certificate ... 101
Work Experience Pamphlet ... 102

VIII. **Outside Agencies and Services**
Introduction ... 106
Employment Agencies and Special Programs ... 106
Guidance and Counseling Agencies ... 109
Resources and Activities ... 110
Targeted Jobs Tax Credit Family Income Statement ... 111
Youth Certification Form ... 113

IX. **Safety and Health**
Introduction ... 116
Classroom Safety Instruction ... 117
Resources and Activities ... 117

X. **Strategies to Minimize Problem Areas**
Introduction ... 120
Problem Solving ... 120
Potential Problem Areas ... 121
Resources and Activities ... 123

XI. **Program Evaluation**
Introduction ... 126
Formal Evaluations ... 126
Sample Progress Report ... 126
Informal Evaluation ... 127
Activities ... 127
Evaluation Forms ... 127
Evaluation Cover Letter ... 128
Former Student Evaluation Form ... 129
Employer Evaluation Form ... 132
Current Student Evaluation Form ... 134

XII. **Course Content Ideas**

Introduction 136
Choosing Materials and Resources 136
Classroom Procedure 137
Course Content 137
Course Outline 138
Competencies 142
Educational Skills 142
Independent Living Skills 143
Managing Personal Finances 144
Maintaining a Residence 144
Being a Wise Consumer 144
Work-Related Skills 145
Pre-Employment Skills 145
Preparing for the Interview 145
What to Know about an Employer 146
Dressing for the Interview 146
Do's and Don'ts 146
Why People Sometimes Fail to Get the Jobs They Seek 147
Keeping Your Job Worksheet 147
Now That You Have That Good Job, How Do You Keep It? 148
Traits an Employers Looks For 149
Keeping Your Job Worksheet 149
Other Activities
Mock Job Application and Interview 157
Job Application Form 158
Values Auction 160
Matching Interests and Jobs 161
Getting to Know You Questionnaire 163
Predicting Your Success 166
The WECEP Union 168

XIII. **Appendixes** 169

A. Wisconsin Department of Public Instruction Resources 170
B. Wisconsin Department of Health and Social Services 178
C. Additional Resources and Work Experience Bibliography 190

Foreword

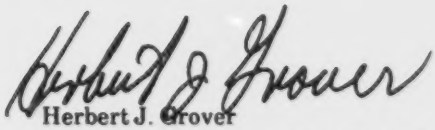
In America, the work we do to earn a living greatly influences our way of life. It is the chief factor in our identity as a person. It affects our choice of friends and the way we spend our leisure time. It provides our cultural boundaries.

Our educational process must reflect this phenomenon. All students are entitled to a basic education including a fundamental knowledge of the skills necessary for successful employment. This process should enable students to develop a vocational identity which entails a realistic view of their skills and abilities, and which will provide a base for their future educational and career choices.

Work experience is a vital component of vocational education, and is a viable extension of the traditional school program. A comprehensive work experience program interfaces academic preparation with practical application.

As a work experience coordinator, you can be a catalyst for change. You have the opportunity to enhance the development of student potential in both the community and the school setting, to open new vistas for the generation of today, and to alter the complexion of the world of tomorrow.

You will make a direct impact on the future of our Wisconsin youth. In these endeavors we offer our assistance, guidance, and support.



Herbert J. Grover
State Superintendent of Public Instruction

Introduction

It is becoming increasingly clear that work experience programs are a very valuable and valid component of our secondary school systems. The complex nature of work experience education requires special methods, competencies, and strategies for organization, implementation, and evaluation. Direct community participation in public school instruction affords numerous hands-on and practical experiences for students with special needs. However, this new school/community relationship requires new school techniques and personnel preparation. This more open and visual school curriculum demands new dimensions in the areas of accountability, assessment, and public relations. Special techniques and training are needed by those who coordinate these work experience programs.

This instructional manual has been designed with the objective of providing assistance to meet the diverse demands placed upon work experience coordinators. Strategies to secure community involvement, special techniques for classroom instruction, and methods to develop both in-school and out-of-school communications are some of the topics stressed in the scope of this work.

This manual may be used as a basis for instruction in a large group training session for work experience educators, or it may be used as a self-learning tool by individuals who are responsible for their own training in this area.

Work experience education provides today's youth with a more relevant educational opportunity. Work experience education has the potential to resolve many education problems, but careful planning and preparation are needed if this potential is to be reached. The challenge must be shared by schools and community businesses working together.

Students will be protected from discrimination on the basis of race, color, national origin, sex, or handicapping conditions under the designs of this project.

Goals and Objectives for Work Experience Coordinators

Goals: Each coordinator will be able to identify the elements and processes necessary for the implementation, maintenance, and evaluation of vocational work experience programs involving disadvantaged students.

Major Objectives: Each work experience coordinator will be able to

- assess program potential based on an understanding of one's community, school, and students.
- develop a program philosophy.
- develop a student selection process appropriate for his or her work experience program.
- develop a means for effective "in-school" and "out-of-school" communication and publicity.
- develop and implement an employability curriculum based upon pre-employment, employment, and post-employment skills.
- demonstrate in both written and oral form a working knowledge of how to develop, maintain, and evaluate job sites.
- identify other school or non-school agencies which could assist or supplement the operations of his or her work experience program.
- develop strategies and activities which will minimize the quantity and types of problems encountered with students, students' families, employers, and school staff members.

Assessing Program Potential

Assessing Program Potential

Introduction

An important part of each work experience coordinator's responsibility is the ability to assess the work experience program's potential based upon an understanding of the community, school, and students involved.

To make a valid assessment, coordinators must be able to

- understand their job descriptions based upon state, district, and individual school expectations and guidelines.
- list prospective employment sites within the community.
- identify key personnel to assist with the implementation and maintenance of a work experience program within the school district and the individual school building.
- demonstrate a working knowledge of the school's physical setting, daily scheduling process, and student body composition.
- list student transportation resources within the community.
- compile resource lists of community agencies, programs, and groups who may be of assistance in establishing a work experience program.

One of the first things coordinators will want to do is review and research the work experience coordinator job description in light of the requirements and expectations set forth by the State of Wisconsin and by their individual schools and districts. Some key points to note during this review are class responsibilities, duty assignments, transportation guidelines, and insurance coverages. Coordinators will also want to look at related information and studies on work experience programs as well as familiarizing themselves with other work experience programs in the district.

In order to get a successful program started, a coordinator must know what is available within the community. Gathering this information is as simple as setting up lists for the most important program components.

For example, potential employment sites can be found by driving around the community, looking in the yellow pages of the phone book, and contacting the chamber of commerce. Coordinators can also list employers who are already involved with other work experience programs and former teachers who are now working in the local business community. A survey of school staff and personal friends can turn up valuable leads while it helps people feel they are an important part of the program. Other items on a community resource list might be support agencies like guidance clinics, Job Service, and social services as well as community groups like a restaurant association, Lions Club, or other service organization.

A successful coordinator will also make a list of other local work release programs. The list will include not only the "competing" coordinator's name and phone number but the time of day of the work release and the job sites being used.

With community resources well in hand, the coordinator must take a look at internal procedures. This process includes becoming familiar with the potential times for work release, the amount of school credit for work experience, student lunch hours, and free times for teachers who are interested in (i.e., sympathetic with) the work experience program. It also entails setting up a classroom and office and establishing procedures for students to follow upon their return from work to school. Coordinators will need to determine how students will get to and from jobs (i.e., city bus, school car, or school bus) and also investigate the possibilities for work positions within the school in areas such as food service or maintenance. In addition, coordinators need to make a list of key school contacts which can include attendance, guidance, scheduling, and placement personnel, as well as secretarial and custodial help, the audio-visual director, and the discipline administrator.

Other resources to facilitate this particular unit include speakers and representatives from chambers of commerce and various civic groups as well as work experience coordinators from established programs. In addition, coordinators may want to have participating students develop organizational forms to be used in assessing program potential or conduct a minor field study of the community that would research all of the key community ingredients for a successful work experience program.

Before actually securing job sites and beginning placement, coordinators must be aware of student body composition and population. This means noting major economic, social, and racial backgrounds as well as learning where students live, determining age variations within grade levels, and calculating the percentage of the students for each sex.

The Work Experience Coordinator

The coordinator is the key to a successful work program. Through the coordinator's efforts and ability to collaborate with others, students are provided with the opportunities to accomplish the goals of the program.

Coordinators are teachers and should be some of the best, especially in motivational ability and tolerance. Coordinators are evaluators of students on-the-job, of students in the classroom, and of the program's value. Coordinators are administrators keeping records, making out reports, arranging conferences, staffing, and attending meetings. Because coordinators must deal with students' educational, social, and personal interests and problems they are also counselors. And, finally, coordinators are important public relations people within the business community.

In an overview of roles, a coordinator engages in the following activities:

- student selection
- related classroom teaching
- securing student training stations
- preparing reports
- arranging student transportation
- keeping student records
- working with employers in job training

- evaluating student performance
- visiting students on-the-job
- arranging class schedules
- promoting the program
- developing instructional materials
- securing services of resource people
- visiting and/or conferring with students' parents
- conducting individual and group counseling sessions
- meeting with administration from district and schools in which the program operates to facilitate coordination
- collaborating with classroom teachers and support personnel
- attending and conducting student staffings
- keeping program within boundaries of budget
- revamping the program's delivery system when evaluations show that objectives are not being met

In view of the described functions, the work coordinator should ideally have the following qualifications:

- must like and respect students
- must have high tolerance level
- must have wide repertoire of counseling skills
- must have knowledge of, and be effective in the helping relationship
- must have the ability to relate constructively and imaginatively to administrators, teachers, employers, parents, support personnel, and all others involved in the program
- must have organizational ability

Identifying Potential Employers and Resource People

The following is an example of a form for identifying work experience program resource people. Please list the names of potential *employers* whom you feel would be willing to invest the understanding and genuine concern needed to work with WECEP students, and potential *resource people* who would be capable of speaking on topics related to employability, money management, or the setting and attaining of goals. Please mail this form back to me by _____. Thank you. _____
(date) (name)

_____
(address)

Potential Employers

Name	Place of Business	Phone

Potential Resource People

Name	Area of Expertise	Phone

Securing Job Stations: A Six-Step Approach

by Jac Blasi, WECEP Coordinator, Sun Prairie High School

Step 1 **Educate yourself**

Learn what WECEP is all about. Know the answers to the questions employers are likely to ask.

Learn labor laws, wage requirements, etc.

Step 2 **Plan your basic approach**

Define yourself as "the new work coordinator up at school." Keep it simple.

Outline program purpose. Remember there is more than one way to describe a WECEP student. Deemphasize the negative behaviors of the students in favor of their background situations (divorce, alcoholic parents, etc). Present them as basically good kids who need an opportunity to learn responsibility. They need someone dependable to look up to and to learn from so the good in them can be unleashed.

Step 3 **Evaluate potential stations from a distance**

Consider location, volume of business, hazards, difficulty of jobs available, prior involvements with school work programs, customers, product line, and market for each potential job station.

Step 4 **Approach the most promising first**

The following types of business have been successful job sites:

- fast food restaurants for noon hour rush part-time help (accounts for probably 70% of WECEP placements)
- discount stores for floor help
- large auto service garages for washers and shop cleaners
- locally-owned retail stores
- J.T.P.A. placement office

Step 5 **Strategies for first contacts**

Don't press for a commitment. Ask employers what kind of work they would have if they could hire a student. Find out what hours would work best. Take notes. Indicate that you are just scouting out the community at this time. Leave with the statement, "I'll get back to you when I've met the students to see if we can match them up."

Send a hand-written follow-up letter in a few days thanking them for their time and interest. Include, "I'm looking forward to working with you as the year progresses."

At time of contact record your impression in terms of a percentage of probability for a placement. This will be helpful when you are trying to match students to stations a month or two later.

Step 6 **Placement**

Emphasize that students must earn their way into the program and that you must wait until a student deserves the break before you contact the employer.

Define the placement as a trial placement which can be ended if it proves not to be at all what the employer expected.

Place the best kids first. You can use their success when approaching potential sponsors for future placements. Place first student(s) in a well-known, respected business, preferably with a boss who is active in local business associations.

Don't be over eager. Try to match students to work they will maintain an interest in over the year. Consider the students' abilities, the supervisor's personality, nature of the business (e.g., pressure, clientele), and any other possible pitfalls.

Call after two or three days to indicate your interest in doing what you can to insure a good worker.

Philosophy Development

Philosophy Development

Introduction

A good work experience program is based on a workable and sound philosophy. In putting together such a philosophy, coordinators need to set forth the beliefs, goals, objectives, and guidelines for their programs as well as plans to implement, maintain, and evaluate them. A short- and long-range plan for assessing and refining the philosophy is also needed.

A philosophy provides many benefits for the program. It sets up the game plan upon which to build a program while it provides the perimeters and resources upon which to operate. It sets forth objectives for evaluating the program and fulfills administrative requirements for a written document. In addition, the philosophy helps promote the program and eases the tasks of educating faculty and staff, organizing an advisory committee, and contacting perspective employers.

With this in mind, it's easy to see why the development of a philosophy is the first and most critical element of a program. This philosophy must include:

- a statement of need
- a statement of goals
- a statement of objectives (behavioral, performance, and job-training)
- a statement of implementation
- an outline of the target population

In developing the philosophical statement and guideline declaration, coordinators may also want to include the proposal or purpose of the program; an outline of student selection process; guidelines for selection and advisory committee organization; a list of teacher/coordinator, employer, and parent/guardian responsibilities; and an evaluation procedure.

There are several key points to remember while writing a philosophy.

- Obtain as much input as necessary. Don't be afraid to ask for help.
- Be consistent from component to component.
- Combine general and specific statements throughout the philosophy.
- Use a vocabulary aimed at a general audience.
- Deal with "symptoms" rather than "cures" when formulating goals and objectives.
- Be flexible and willing to rewrite the philosophy every two to three years.
- Above all, use the philosophy as a resource and stick to it, don't merely file it away.

As coordinators develop their philosophies, they may find it helpful to get assistance from someone on the staff of the education department who is familiar with writing goals and objectives.

It is also possible to have participating students develop a personal philosophy of education and/or a "mock" philosophy for a work experience program. In addition,

students might wish to review and research philosophical statements from existing vocational education or work release programs.

Questions to be Considered in Developing a Philosophy of Education

1. What kind of society in Wisconsin, in the United States, and in the world should education seek to help achieve? Which values, abilities, understandings, etc. need to be passed on to succeeding generations through education?

    a. Which is more important, the individual or the institution? How do we decide?
    b. Can we trust all important decisions to the intelligence of the masses?
    c. When and where is racial discrimination or segregation justified?
    d. What is the proper role of government in facilitating the extension of human rights and freedom? Why?
    e. Should continuous change and modification of the functions of government, society, and the individual be expected? What are the implications for the educator?

2. What characteristics of people and their environment influence the process of education?

    a. What is the role of heredity versus environment in developing human potentialities?
    b. Must physical and emotional aspects of behavior as well as intellectual aspects be considered in education? Why?
    c. How important are the goals of individuals in their total development?
    d. Do all individuals possess the ability to think to the extent that they can use the process in reaching decisions in their daily lives?
    e. Can the ability to think be further developed if practice and guidance are provided?
    f. What observable and desirable changes can we expect to bring about in individuals through education?

3. Under what conditions do people learn most effectively?

    a. Is experience on the part of the learner necessary to effective learning?
    b. What kind of experiences should be provided?
    c. Under what conditions do people generally make use of past experience as a guide to future actions?
    d. Is it necessary for individuals to set up goals for themselves in order to learn effectively? Why?
    e. Is thinking necessary to learning? Why?
    f. What is the advantage to the learner of teaching in terms of "wholes" rather than fragments?
    g. Is creative effort possible for all human beings?

4. What are the responsibilities of educational institutions?

   a. Who should attend high school? College? Why?
   b. Ideally, should schools consciously attempt to provide 24 hours a day of experience in democratic living for all students? Why?
   c. Should schools assume the responsibility for helping students to intellectualize their day-to-day experience? Why?
   d. Should schools assume responsibility for developing the physical and mental health of their students? Why?
   e. Should every student in every course be given supervised practice in using the scientific method in solving problems of human concern? Why?
   f. Should schools attempt to help students discover their own needs and capabilities and develop their own design for living?
   g. What areas of living should the school curriculum include?
   h. Should an attempt be made to develop "salable skills" in the student during high school?
   i. Should the school be responsible for developing in every student an understanding of responsibility to society?

5. What are the purposes and responsibilities of the vocational education department in the high school?

   a. What are the values to society of vocational education?
   b. Who should be enrolled in vocational education while in high school?
   c. What outcomes should a community expect from the work of an effective department of vocational education?
   d. For what vocations should the department offer training?
   e. What should the curriculum include for high school students?
   f. How should teaching in vocational education differ from teaching of other high school subjects? How should this course be related to other courses offered?

Prosser's Sixteen Theorems on Vocational Education A Basis for Vocational Philosophy

In the early days of vocational education in America, Dr. Charles A. Prosser, the first national director of vocational education, developed and publicized sixteen theorems to serve as a basis for sound and successful programs. (C. A. Prosser, C. R. Allen. *Vocational Education in a Democracy*. NY: The Century Co., 1925). Since then, there have been many unsuccessful attempts to rephrase or update these statements. Today, there is still little reason to believe that these basic standards have changed materially since Prosser formulated them.

In the interest of effective vocational education programs, the sixteen theorems are being quoted here with a short interpretation for each.

1. **"Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he [she] must subsequently work."**

   This theorem dictates that the type, kinds, amount, use, and arrangement of space, materials, equipment, and supplies for a preparatory program should replicate those in actual employment situations. It has a bearing upon the length of time devoted to skill development to approach industrial practice. It has implications for the quality and quantity of production expected. It has direct implications for teacher-learner ratios and relates directly to the efficiency with which a student makes the transition from school to employment.

2. **"Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools, and the same machines as in the occupation itself."**

   The implications of this statement are that instructors must have recent employment experience in order to be skilled in the use of the latest equipment and in order to be able to make use of the same types of tools and equipment in school as would be found in industry. Instructors must also use live work or work identical to that provided in employment rather than pseudo or so-called project work in the instructional situation. The emphasis here is that students should be taught the same basic practices that employers are using and that they should be able to move from the training situation to the employment situation with minimal adjustment.

3. **"Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself."**

   Two important education factors are implied in this statement. First, thinking habits, which implies that the scientific or problem-solving approach is being developed, and second, manipulative habits, which implies that skills be performed with sufficient repetition for habits to be formed. This has implication for the length of class period and for total course length. There is also an implication here that knowledge and facts are as essential as tools for productive work.

4. **"Vocational education will be effective in proportion as it enables each individual to capitalize . . . interest, aptitudes, and intrinsic intelligence to the highest possible degree."**

   This theorem has direct implications for class size, individualized instruction, instructional methods, effective guidance and selection of learners, and promotional plans for the program. Here also is an indication that each specific vocation may well have its own unique requirements for admittance.

5. **"Effective vocational education for any profession, calling, trade, occupation, or job can only be given to the selected group of individuals who need it, want it, and are able to profit by it."**

   Vocational education is not for everyone. This statement implies that those admitted to vocational education programs should be carefully selected through effective guidance procedures. Persons should be selected on the basis of their own interests and aptitudes and on the basis of their potential success as an employee following the preparation.

6. **"Vocational training will be effective in proportion as the specific training experiences for forming right habits of doing and thinking are repeated to the point that the habits developed are those of the finished skills necessary for gainful employment."**

   This statement effects one of the most crucial requirements for successful vocational preparation–that students spend sufficient time performing the variety of skills required so that habits are formed to the extent that students can practice these skills at a future date. The direct implication here is for adequate lengths of time during the day and for an adequate period of time in months to cover the skill and the technical development essential for effective employment as a productive worker.

7. **"Vocational education will be effective in proportion as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach."**

   The implication in this case is that teachers cannot teach what they do not know; and, since the subject matter for vocational teachers is composed of the skills and knowledge of the occupation, it would follow that teachers who are recognized as highly competent workers themselves, through actual successful employment experience, would be most desirable for a vocational program. The recency of work experience is also of utmost importance if learners are to be prepared for current expectations of employers.

8. **"For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally nor socially effective."**

   This statement refers to the proficiency expected of learners who wish to find their place in the world of work and makes it clear that vocational education must prepare students to meet the job requirements of employers. Again, meeting these employment requirements requires considerable preparation which relates to the length of the period, day, or academic term required for the particular offering.

9. **"Vocational education must recognize [work] conditions as they are and must train individuals to meet the demands of the 'market' even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are highly desirable."**

   Vocational education programs can never exist as merely courses in a school system but must be considered a community-wide project. This statement implies the dire need for the use of craft committees, for hiring instructors with recent employment experience, and for developing a program that is geared to existing opportunities in the community, area, or state. Instruction beyond immediate needs is encouraged, but not at the cost of current needs of employers.

10. **"The effective establishment of process habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs."**

    This theorem emphasizes again the need for work on which learners may practice developing the skills essential to an occupation. Learners cannot obtain the feel for the kind of work that will be done in employment when working on pseudo jobs or so-called projects. The work performed must be as identical to current practice in employment situations and as up-to-date as possible.

11. **"The only reliable source of content for specific training in an occupation is in the experiences of masters of that occupation."**

    This statement reaffirms the need for occupational analysis as the basic method for curriculum development. It also emphasizes the importance of effectively involving representative occupational advisory committees in curriculum planning. The occupationally competent instructor must utilize both these resources in the construction of a detailed course content.

12. **"For every occupation there is a body of content which is peculiar to that occupation and which practically has no functioning value in any other occupation."**

    This statement has direct implication for the close coordination of the related technical-construction and the skill-development phases of the program. The application of mathematics and scientific principles to problems of the vocation should be the emphasis rather than teaching segregated subject matter courses which may or may not have direct relationship to the needs of the student. So-called broad or general areas of instruction in the subject matter unrelated to the problems at hand will have little benefit to the development of a competent worker.

13. **"Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time that they need it and in such a way that they can most effectively profit by the instruction."**

    This statement emphasizes the individual's desire to learn and the responsibility of vocational education to provide what learners want at the time they want it, and in relation to their own recognized needs. This theorem has particular importance for extension programs for employed workers since they will not use their own time to attend courses unless they are reaping direct benefits and immediate use from such attendance.

14. **"Vocational education will be socially efficient in proportion as in its methods of instruction and its personal relations with learners it takes into consideration the particular characteristics of any particular group which it serves."**

    This theorem implies that there is no single set of general characteristics, such as school grades, IQ, or other such characteristics, that should be used as a basis for projecting vocational success. Rather, by knowing the individual students' interests, aptitudes, and abilities, they can usually be guided into successful vocational experiences or guided away from enrolling in occupations for which they are unsuited.

15. **"The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized."**

    Here the implication is for flexibility within the framework of sound standards which support good vocational education rather than maintaining a rigid and inflexible plan. Vocational educators should be always alert to possible improvement and be willing to work toward continually adjusting programs in light of changing employment requirements.

16. **"While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum of per capita cost, vocational education should not be attempted."**

    Whether it be at the skilled, paraprofessional (technical), or professional level, preparation for employment is generally more costly than general education. This additional cost is usually dependent upon the space, equipment, materials, and smaller class size than would be true of normal academic programs. However, this statement directly implies that it is better to forego a vocational program than to operate it below the economic level that would lead to success. Vocational education is not cheap education, but it is economically sound to provide it.

In conclusion, if all vocational educators responsible for programs of instruction would keep this list of sixteen theorems in front of them and make a serious effort to

meet these goals, the result would, in almost every instance, be sound, quality vocational education. The closer a vocational program can be to the full realization of these theorems, the higher the program quality will be. Any attempt to disregard any one of these basic and fundamental concepts can only result in undermining and destroying the program of vocational education for the citizens of the community.

A Road Map for Coordinators

Knowing your goals and objectives and how to obtain them is integral to the success of any work experience program. The following sections provide outlines of objectives and the means to accomplish those objectives within a WECEP program plus a plan developed for the Eau Claire WECEP program. Many of the ideas provided within these sections can be generalized for use in other work experience/vocational education programs.

Objectives of the WECEP program are

- to reach potential dropouts before they quit school.
- to develop a positive self-concept among students.
- to help each student develop initiative and responsibility through appropriate tasks.
- to improve students' behavior, attendance, and grades.
- to provide a work-experience where a student can develop a positive attitude toward self and the world of work.
- to aid students in exploring their careers at an appropriate developmental stage.
- to help students learn to relate constructively with administrators, parents, teachers, employers, peers, and others with whom they come into contact.

The following means can be used to accomplish objectives.

- Respond to student needs through related classroom activity.
- Provide work experience in the business community.
- Include tutorial assistance, teacher staffings, parent conferences, and discussions with administrators in WECEP.
- Provide individual and group counseling sessions conducted by a skilled counselor.
- Emphasize improvement in regular classroom studies and behavior.
- Emphasize student-initiated behavior and responsibilities in the designing of the WECEP learning experience.
- Assist the employer and the student-worker in designing and implementing an effective training outline through periodic visitations by the coordinator.

As part of their teaching tasks, effective work experience teacher/coordinators

- relate classroom instruction to on-the-job situations or experiences.
- make periodic coordination visits to job sites to assess student programs and gather illustrative material.

- use a variety of teaching techniques in classroom instruction for interest and effectiveness.
- recognize individual differences of students.
- plan and develop teaching plans, including assignments, tests, and examinations tailored to individual and group needs, sufficiently in advance to maximize teaching effectiveness.
- make clear, definite, purposeful assignments.
- strive to help each student understand the content of lessons taught.
- have students give demonstrations in class and have students suggest methods for improvement.
- provide instruction and experience that will measure student attitudes, initiative, ability, and insight.
- select and procure reference texts and other instructional material for preparing lesson plans and for student use.
- provide instruction to develop competency in one or more of the particular functions of the discipline.
- sets up, develop, and maintain effective resource files.
- conscientiously evaluate work done by students.
- prepare each student for initial employment and/or advancement as quickly as the student's development allows.
- update teaching material and information through reading of current journals and other periodicals.
- bring qualified managers, supervisors, and other outside speakers into the classroom for demonstration, observations, and talks on special topics.
- prepare daily lesson plans including objectives, content, methods, and assignments.
- stimulate creative thinking through group and individual planning of projects and other activities.
- decide upon and arrange for interesting and instructive field trips when this experience will best achieve a particular objective.
- keep adequate records for each student as evidence of competencies achieved through either projects or occupational experiences.
- guide students in selection of appropriate individual projects.
- maintain a relevant library of periodicals for pupil use.
- encourage students to contribute materials, information, and teaching aids from their contact with those items in their training stations.
- establish and maintain a classroom atmosphere wherein cooperative planning and working may take place.
- provide individual instruction for students.
- prepare an individual educational plan for each student.
- evaluate the effectiveness of students' training.
- enlist the aid of special teachers to help students with individual problems (remedial reading, English, school social worker).

Work experience teachers/coordinators provide guidance for students. In this role, they

- help students with problems connected with the job.
- work cooperatively with guidance counselors and other guidance personnel.

- arrange and conduct interviews with prospective students to assure that students who can and sincerely wish to profit from instruction are included in the program.
- develop an overall guidance plan for recruiting, selecting, counseling, and placing students that will provide for growth and adjustment of individuals in relation to employment opportunities in the discipline.
- keep in close contact with the outcome of all student job interviews.
- attempt to fit the right student to the right job situation.
- secure facts from permanent records and other reliable sources to use for counseling interviews with students.
- conduct followup studies on each student.
- as much as possible, help students with problems in other related activities or refer them to appropriate agencies.
- consult with faculty members regarding a student's readiness for work placement.

Work experience teachers/coordinators do public relations by

- setting an example of personal work habits and character which student workers will be proud to follow.
- seeing that businesspeople, lay people, and fellow teachers and administrators are acquainted with program.
- maintaining a close working relationship with faculty members, the school principal and assistants.
- supporting efforts of professional organizations related to work experience programs.
- maintaining a close working relationship with other school departments to make work plans, solve common problems, and keep administrators informed about the progress of the program.
- joining and participating in meetings and activities that will improve personal professional development.
- supervising or preparing news articles for local news media.
- enrolling in extension or summer school classes for professional development as need arises.
- taking part in extracurricular activities and other school duties as time permits.
- maintaining active membership in state and local education associations.

Efficient coordination of the work experience program involves

- helping students understand the relationship of classwork to on-the-job training.
- making regular coordination visits to talk to on-job supervisors and observe students.
- confering with students about progress reports and attempting to solve any problems that may be evident.
- selecting work sites which offer opportunities for student success.
- endeavoring to discover strengths of every student on the job and in the classroom.

- selecting on-job sites which have been checked for reliability and suitability.
- considering the needs of the employer and the employer's clients as well as the student in recommending students for employment.
- planning cooperatively with each student for learning activities that combine on-the-job training with related classroom instruction.
- instilling in the sponsor the awareness of an opportunity to share in the education of today's young people.
- determining with the sponsor where students need special training.
- endeavoring to discover the weaknesses of every student on the job and in the classroom.
- planning a list of work activities with student and employer that will contribute to the student's occupational interests.
- formulating program policy with acceptable standards for students.
- helping employers assign qualified personnel to be directly responsible for students' instruction on the job.
- conferring with employer about minimum hours and pay scale for employee.
- learning the individual management and training policies of each training station along with organizational structure and other employee policies.
- keeping an accurate record of all visits.
- encouraging training sponsors to work.

Eau Claire's Model WECEP Plan

Recognition of Need. The statement of philosophy and goals of Eau Claire WECEP proposes to offer a school experience for young adolescents wherein a student within the limits of his/her capacity can acquire not only knowledge and information, but also skills, understanding, appreciations, attitudes, and ideals corresponding to individual needs. Eau Claire WECEP recognizes the fact that the junior high years are an important transitionary time in the lives of students. Thus, WECEP attempts to promote a conducive atmosphere which is sensitive and suited to the various and changing social and academic needs of people in early adolescence.

Roughly 2,600 students enter the doors of Eau Claire junior high schools each day. The staff of WECEP attempts to provide an educational experience where each student can attain success at his/her own level. Many changes have taken place in our schools to provide suitable programs for the broad spectrum of WECEP student population which includes the underachiever, the mentally handicapped, the multi-talented, and the academically gifted student. However, needs still persist.

A number of students of WECEP are not responsive to efforts made on their behalf. These students are representative of those adolescents who for many different reasons are alienated, disruptive, underachieving, or are merely slow learners who are rapidly becoming frustrated with themselves and school. Consequently, these students are considered potential dropouts. We of WECEP believe that an additional effort be extended toward youth of this description by adding a suitable alternative program which could result in these youth realizing a more productive and satisfying school experience. This proposal represents what we believe will better meet the needs of some of our students.

Proposal. Eau Claire WECEP proposes an alternative educational program for 14- and 15-year-old students who are not profiting from a regular school curriculum and who are considered to be potential school dropouts. The purpose of this program is to provide such students with a combination of in-school and out-of-school experiences to bring more meaning to their education.

The program selected to fulfill these needs is known as WECEP (Work Experience and Career Exploration Program). WECEP is both preventive and preparatory in nature. It is preventive in that it encourages students to remain in school by providing relevant in-school education and an opportunity to apply what is learned through actual work experience. It is preparatory in that it helps an individual acquire a basis from which to choose a vocation. This program is designed to unite the community, business, and school in the education of our dropout prone youth.

WECEP Goals. WECEP will attempt to provide an alternative program of in-school and out-of-school experiences through a combination of school and community efforts which will bring more meaning to the education of WECEP students.

WECEP will attempt to

- reach potential dropouts before they quit school by providing the means for a successful experience during one of the most critical times in a student's educational and chronological life.
- help students rediscover the importance and personal benefits which can be derived from our educational system.
- help students develop a marked improvement in their relationships with families, peers, school, and the community.
- develop for the students some employability skills which would give them an understanding for selecting, obtaining, and maintaining a job.
- enable students to earn money while in a *supervised* school program.
- engage a segment of Eau Claire's vast community resources in attempting to redirect the student's value system at this critical time in his/her life through an educational work experience.
- create an educational program through which the student can achieve success and thus lay a foundation for continued successful experiences.

WECEP Objectives. WECEP will be expected to identify and produce, in a measurable manner, the results that are implied or broadly specified in the goals of the program. The following are behavioral and performance objectives for students in WECEP.

- To help students improve knowledge of their job skills, occupational training requirements, and those economic conditions that relate to and affect various occupations and businesses.
- To help students improve their grades in their required subjects.
- To decrease the absenteeism and tardiness of participating students.
- To help develop a positive self-image among students.
- To help students develop a marked improvement in their relationships with family, peers, school, and the community.

- To help students become more skilled in analyzing their strengths and weaknesses and in making decisions.
- To help students develop initiative and responsibility through their WECEP tasks.
- To provide a work experience in which a student can develop a positive attitude toward self and the world of work.
- To decrease the number of students terminating their education prior to graduation.
- To decrease the number of "negative behavior incidents" which necessitate referral to the administrative offices.
- To decrease the amount of time devoted by other community organizations to WECEP students as a result of the changes specified in these objectives.
- To reverse the prognosis of failure at age 15 with all its implied effects and thus enable the community to become the beneficiary of industrious, useful citizens.

Selection of Students. Basically this program is for the academically, socioeconomically, or culturally disadvantage 14- to 15-year-old students. These students, whether disadvantaged from neglect, poverty, or delinquency, have not experienced success in a regular school program.

WECEP students must be identified as being "educationally disadvantaged" according to the criteria established in the Federal Register, 1970, which reads as follows:

> In general, all students selected are potential dropouts who exhibit several of the following characteristics:
>
> - a high rate of absenteeism
> - lack of basic reading and writing skills
> - one or two years older than classmates
> - poor interpersonal relations with teachers and /or peers
> - little or no participation in school activities
> - poor health, frequent illness
> - frequent difficulty with community authorities
> - low self-esteem

If a student exhibits two or more of these characteristics, it is likely that he or she may quit school. It is essential to note that educationally disadvantaged students or potential dropouts are not necessarily behavior problems. Many of these students quietly "drop-through" school achieving little or nothing. These students are equally, if not more, in need of the special support provided by WECEP as their more visible and verbal counterparts.

WECEP Selection Committee. The original screening and selection procedure will be based upon identification of students most deviant from the normal ninth-grade groups. The screening process will be initiated in the spring of the eighth grade year. The final number of students will depend upon available school facilities and a workable group size. However, federal regulations prohibit more than 25 students in the program. Recommendation for student candidates may be made by teachers,

administrators, counselors, parents, or an out-of-school agency. However, choice of a student's inclusion will rest with the WECEP selection committee which will include:

- principal
- assistant principal
- administrative assistants
- counselors
- faculty representatives
- school psychologist
- WECEP coordinator

Persons interested in submitting names of students as program candidates should fill out an "Identification of WECEP Candidates" form. In the interest of making a fair and complete comparison of candidates, the candidate's counselor, in cooperation with the WECEP coordinator, will assemble this data in a workable, uniform case conference structure for the selection committee's consideration.

Advisory Committee. Each WECEP must have a local advisory committee made up of representatives from the business community, labor representatives, local juvenile authorities, parents, and any other qualified and interested individuals. The advisory committee serves as a sounding board and a resource for planning. The committee may advise on public relations, curriculum, equipment, student selection, and evaluation. The advisory committee will lend support to the program and will greatly facilitate the acceptance of WECEP in the community. Size and composition of the advisory committee will vary with the size and resources of the community.

A Cooperative Teaching Venture. WECEP is a highly supervised work-study program. WECEP students will receive in-class instruction on careers and values and will not be released from school to a prospective training site until they have exhibited qualities of readiness deemed necessary for job placement.

Once a WECEP student is released to a job station, the WECEP coordinator and the job supervisor will work closely together to insure that each WECEP student continues to grow socially and academically while developing practical and useful employability skills. Each WECEP employer must sign copies of the "WECEP Training Agreement" and carefully read the "WECEP Training Sponsor's Manual."

Objectives of Job Training. The objectives of a WECEP training are

- to provide the student with employment and invaluable experiences which will demonstrate the relationship between education, marketable skills, and personality on the one hand, and the employment or career one can aspire to on the other.
- to show the value of an education and encourage pupils to complete their high school education.
- to better prepare students for success in the world of work if they do terminate their education early.

Parent/Guardian Responsibilities. Students invited into WECEP will need parent approval to participate in the program. Parents/guardians of WECEP students are expected to

- grant permission for program participation by the student and encourage his/her effective performance.
- share with the teacher-coordinator information vital to the successful development and performance of the student.
- encourage the student-learner to carry out effectively his/her duties and responsibilities.
- accept responsibility for the safety and conduct of the student-learner while he/she is traveling to and from the school, training station, and home.
- be available for personal contacts when necessary.

Teacher/Coordinator Qualifications. All coordinators must be certified by the State of Wisconsin to teach at the secondary level. The Department of Public Instruction requires that each new coordinator attend a WECEP coordinators' orientation workshop. In order for a program to be eligible for Vocational Education Act Assistance for more than one year, the program's coordinator will have to take or to have taken a course in each of the following two areas: principles, issues, or philosophy of vocational education; and organization and administration of cooperative vocational programs.

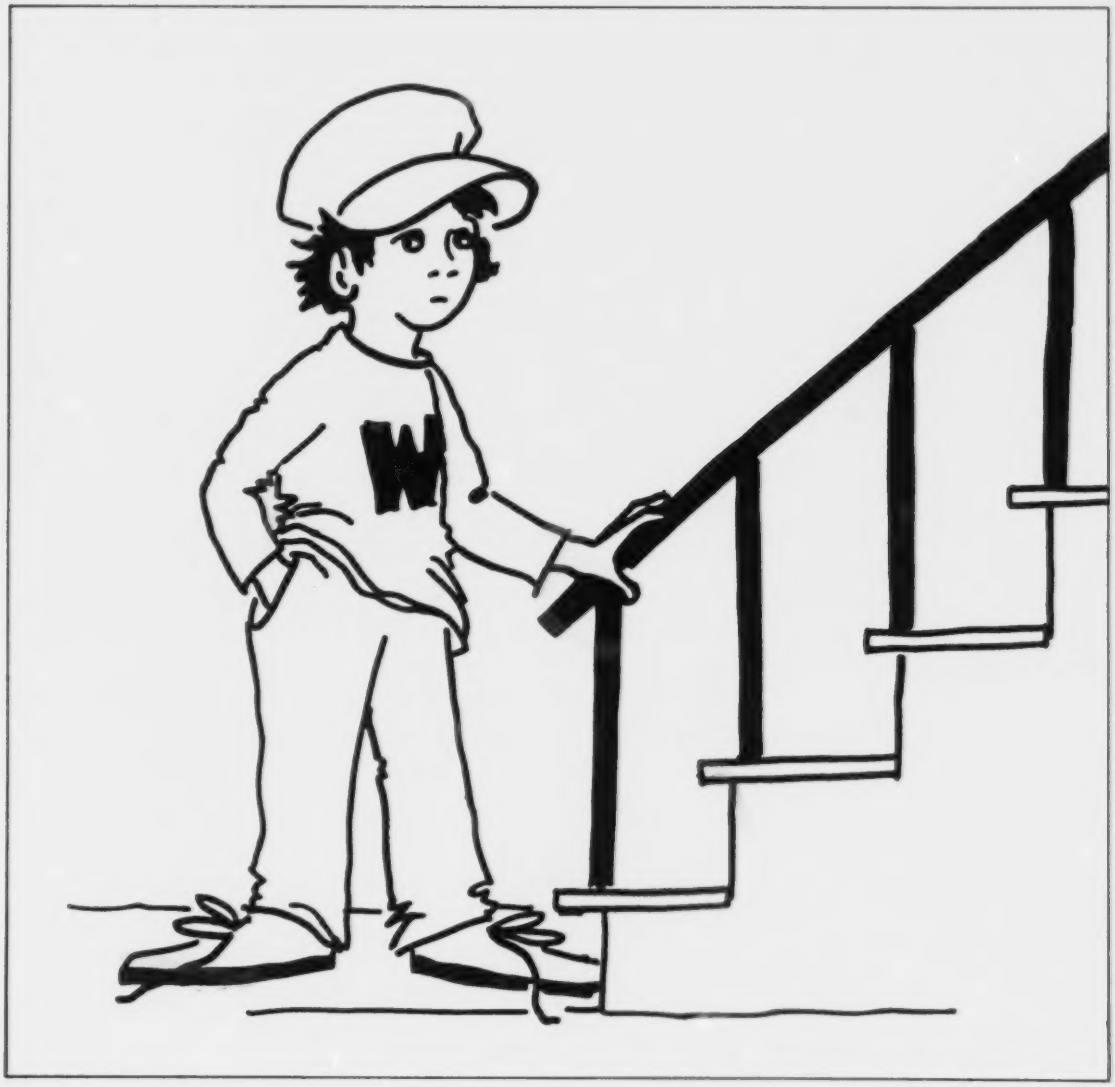
Teacher/Coordinator Duties. The WECEP coordinator will be expected to

- select students.
- supervise and conduct the related career education and values class for at least one class period per day.
- visit each student and the supervising employer on the job site at least once a week.
- make regular home contacts.
- maintain communications with enrollee's other teachers.
- process required forms such as the training agreement, work permit,end-of-year report, and any other forms required by local, state, or federal agencies.
- develop and maintain contact with advisory committee.
- serve as an advocate for special needs students where and when the need may arise.

Evaluation. Each coordinator will be expected to submit a report containing comparative data on absenteeism, grade averages, and disciplinary referrals of WECEP students to the Department of Public Instruction at the end of each academic year.

3

Initial Organizational Steps



Initial Organizational Steps

Introduction

Before you take the first step out of your office or school as a work experience coordinator, you need to complete some initial internal organization such as arranging your office and classroom, developing a flexible daily schedule, and ordering stationery, forms, and business cards.

In establishing an efficient work space, it's best to attempt to have a separate but closely connected office and classroom. One of your goals will be to arrange a physical setting to allow efficiency as well as maximum communication potential.

If you are unable to obtain separate rooms, plan for a well-defined division or half-wall with windows separating office and classroom plus an isolated section for private conversations. If you are responsible for a combined class curriculum such as English/work skills or civics/employability skills, use a separate desk for each student. If, however, you are responsible for teaching a "pure" employabilities class or seminar, tables with room for two or three students work nicely.

In a work experience program, a phone with an outside line and proper communications procedures are a necessity. Students should memorize both your school and home phone numbers and someone should take messages when you are away from your school phone. Separate message forms outlining the information you need from a call are helpful. In the interest of good communication, always check out when you leave or let someone, possibly a secretary, know where you will be and for how long.

It's obvious that a fair amount of your time will be spent in public relations. You can start off on the right foot by becoming friends with the janitors and secretaries in your own building and making sure you have coffee and a coat rack for guests.

Once your physical setting is fairly organized, you'll want to establish a daily schedule that allows for some flexibility. Your class may be scheduled for either morning or afternoon. However, employer work shifts may mandate that you have a combination of morning and afternoon classes. If you have a choice, experience has shown morning classes work better because they allow more outside coordination time.

When arranging your schedule, try to allow for a homeroom or first hour contact with students. This helps whenever an employer needs to be notified of a student's absence. You also need a resource area or some type of supervision for students who go to or return from work in the middle of regular class periods.

In addition to these logistics, you will need to allow time for employer contacts (usually in mid-afternoon), teacher contacts, and contacts with social services or Job Service. You will also have to schedule in time for guidance and counseling with your students and for daily organization and preparation.

While you are taking care of your scheduling, you should also prepare for the use of a substitute teacher by making a note of employer and parent phone numbers and a

list of course procedures. If you are considering extracurricular activities, you should be certain that employers and parents know of your seasonal commitments. Keep in mind, however, that a work experience program is time consuming and you will need to be realistic about what you can handle in addition to the program.

A final word on scheduling is to promote your program but watch your time usage and your image. Seasoned coordinators advise spending limited time in the faculty lounge and being honest with the amount of time spent outside the school building. An activity log is a good way to show how your time is being spent.

The third phase in organizing a program is getting your paperwork and forms together. Since you'll be making contacts with businesspeople on a regular basis, you'll need business cards and stationery.

You will also need basic communication forms like the ones outlined below:

- student recommendation forms that are easy to complete but comprehensive and based upon program philosophy and matched to school needs
- student selection forms that include tally and summation sheets
- progress reports for school use that are easy to complete and allow for staff input
- progress reports for employers to help obtain input from the job site and from the advisory committee and are transferable to the school reporting system
- organization charts that list student class schedules and job placement

Once you have the forms and charts, it's important to use them in an organized, confident manner. It's helpful to have materials organized and indexed. Display booklets with laminated pages give materials a more professional appearance. Requiring notebooks from them will help keep students more organized.

Under the heading of helpful hints and shortcuts, you may find the following items useful:

- a wall calendar that is up-dated daily and checked throughout the day
- a business form index that puts original forms at your fingertips and is useful for illustration
- three-ring binders that hold advisory committee minutes, and follow-up data as well as curriculum materials, lesson plans, and employment data such as current employer information, prospective employer information, and employment projections
- student folders that contain confidential or personal information, daily data and classroom materials and papers (if possible, these folders should be in a "private" file)
- a bulletin board for posting staff schedules, student schedules, study hall and resource center schedules, and phone numbers for students, employers, and advisory committee members
- a business card index with cards from all business contacts
- a student work schedule chart listing students' names, job locations, contact people, hours worked, and transportation arrangements to and from job site

- charts listing outside agencies as well as resources such as guest speakers and supplementary materials

In addition to these items, you might want to color-code files (e.g., red for applications, green for interviewing, etc.) and assign student secretaries to help with daily filing and recordkeeping.

In the initial organization stages of your program, participating students can help by developing a research report which includes the type of daily schedules used by work experience coordinators in established work release programs, with examples of recommendation forms, communication/progress report forms, organizational shortcuts, and resource lists outlining speakers and materials.

Twenty Steps for Organizing a Work Experience Program

1. Identify the need for a specific work experience program.

2. Organize a steering committee to
   - define the purpose and plan of the proposed program.
   - contact the Department of Public Instruction, Vocational Education Program Unit, for descriptive materials, program standards, teacher qualifications, and recommendations.
   - develop an outline of activities to start the program.
   - develop student selection criteria.
   - determine requirements for teaching facilities.
   - decide on the nature of the in-service instruction plan and schedule.
   - build career development sequence including an introduction to entry, career, and specialized occupations.
   - establish sequential classes in appropriate subjects.
   - determine which type of program will be offered.

3. Obtain approval of plans from school administration.

4. Obtain approval of plans from board of education.

5. Conduct a feasibility study by assessing
   - employer interest, including input from labor groups and Job Service.
   - employment opportunities including identification of types of business number of employees, turnover, wages, key people, and part-time employment possibilities.
   - student interest.

6. Select a work experience coordinator/teacher 6-12 months before first course offering.
   - Determine qualifications for local and state needs.
   - Use advisory committee input.
   - Publicize the appointment.

7. Establish an advisory committee to review policies and operating details.

8. Inform faculty and gain their support.

9. Develop a public relations program to publicize vocational needs and inform the community about the vocational program and the work of its committee members.

10. Arrange for instructional facilities and equipment.

11. Recruit student-trainees.

    - Aim publicity at students and parents.
    - Call for applications.
    - Review applications with teachers and counselors.
    - Review program during interviews with applicants and parents.
    - Select students but do not exceed the number recomended by advisory committee.
    - Start occupational preparation class before school year begins if necessary.

12. Select work sites.

13. Develop a standard training agreement.

14. Establish a record keeping system.

15. Establish a schedule for supervision and coordination.

16. Evaluate student progress.

17. Determine content of related instruction.

18. Organize youth group activities.

19. Evaluate the program through:

    - employer visits
    - follow-up with graduates
    - input from advisory committee

20. Revise program as needed.

Initiating a Vocational Education Program in a Specific Area

Step 1 Contact key individuals among employers' and employees' service clubs regarding the advisability of establishing a program.

Review the need and desirability for the program with school staff. Contact Department of Public Instruction, Vocational Education Program Units, for descriptive material, program standards, coordinating-teacher qualifications and recommendations.

Step 2 Appoint advisory committee to publicize vocational needs of the community, appointment of advisory committee, and details of the committee's functions, meetings, and decisions.

Step 3 Make a local occupational survey.

- Involve advisory committee, labor groups, and employment service when possible.
- Identify types of businesses, number of employees, turnover, part-time openings, wage information, names of key people, etc.
- If the cooperative education method is to be used, select suitable potential training stations. If a simulated laboratory is to be used, select cooperating employers with advice and assistance of advisory committee.

(Much of the first three steps can be organized by the Local Vocational Education Coordinator.)

Step 4 Select a occupational preparation coordinating teacher six months to one year in advance of first course.

- Determine necessary qualifications to meet local and state needs.
- Use advisory committee suggestions in selection.
- Publicize appointment of the vocational teacher.

Step 5 Determine objectives and design curriculum.

- Build a career development sequence, including an introduction to careers--especially entry, career, and specialized occupations.
- Establish sequential class(es) in sophomore, junior, or other years in appropriate subjects.
- Allow one or two class periods per school day for teaching content directly and indirectly connected with the occupational area and the student's career goal.
- Make final determination as to whether method will be cooperative education or simulated laboratory.

Step 6 Interest and select students.

- Use publicity aimed at parents and students.
- Review student applicants with teacher and counselors.
- Interview individual students and parents, reviewing all aspects of program. Do not exceed the number of students recommended by the advisory committee, since this is based upon the number of training stations and facility to provide individual instruction.
- Start occupational preparation class earlier in the fall than regular schedule if necessary to develop some competencies prior to student employment.

Step 7 Provide facilities, equipment, materials, and coordination time.

- Facilities should meet the needs of occupational preparation as well as prerequisite courses.
- Procure individualized study material and references.
- Meet all standards for a cooperative education or simulated laboratory program.

Step 8 Secure community cooperation.

- Make home visits.
- Make final selection of training station or cooperating employers.
- Plan an ongoing public information program.

Step 9 Evaluate against objectives with:

- employer visitations
- follow-up of graduates
- advisory committee studies and reports
- reports to administrators, school board, and Department of Public Instruction

Suggested Procedures for Initiating and Developing a Vocational Education Program

The following activities are among those conducted by schools which initiate and develop vocational education programs. The activities are generally sequential but, individual schools or school districts may find some rearrangement of the sequence desirable. The following is a general guideline for program development.

1. The local board of education, the superintendent, and the high school principal should express a commitment to vocational education.

   - Preliminary discussions might be held between administrators, school personnel, and Department of Public Instruction representatives.
   - Discussions might be held locally with citizen advisory committees, employers, teachers, and others interested in vocational education.

2. Appoint a qualified local vocational education coordinator (LVEC) with time allocated for the LVEC to engage in necessary leadership, coordinative, and administrative duties.

3. Appoint a general advisory or steering committee, representing a cross-section of the employing community to give overall assistance.

4. Develop a local, long-range plan for vocational education following the guidelines identified in this handbook.

   - The development of a local, long-range plan will provide many kinds of useful data relative to further program development especially in the following areas:
     –manpower needs analysis

-inventory of present program status
-inventory of all qualifications of present staff members

- Analyze the guidance and counseling program, with respect to career development and occupational information which is basic to program success.
- Projections of future program needs should be included as part of the local, long-range plan and should help form the basis for future program planning and development.

5. Analyze students' interests and needs in terms of occupational training. This must be more than just a "survey" and should involve students in meaningful activities which help them to identify abilities, interests, and desires for vocational education and career development programs.

6. Analyze present curriculum in terms of prevocational and potential occupational preparation courses. This analysis should be done by teaching staff, advisory committee, and other appropriate persons.

7. Appoint occupational area advisory committees to consult with teachers and local administrators in the structure of curricula, the formulation of course outlines, the acquisition of equipment, the identification of training needs, etc.

8. Prepare the vocational education staff for teaching occupational preparation courses. This could include having teachers enroll in courses required for certification or for handling the cooperative education method in approved programs.

9. Develop curricula which will meet the objectives established for the vocational education program. This will include the selection of appropriate instructional methods and the designation of the amount of time required for the classroom phase of the program.

10. Enroll students in occupational preparation courses based on identified and recorded career objectives or in prevocational (sequence) courses.

11. Initially place students on jobs or in post-high school advanced vocational or technical programs based on career objectives and performance in occupational preparation courses. This placement activity can be conducted in a number of ways with teachers, counselors, LVEC's and state employment personnel working together.

12. Conduct annual follow-up studies of students who graduate from occupational preparation courses. The follow-up should be conducted by guidance counselors, LVEC's, and teachers with the results available to all concerned parties.

13. Analyze on-the-job performance based on the follow-up studies conducted each year and upon three- or five-year studies conducted on a sample basis. Advisory committees, employers, LVEC's, counselors, and teachers should be involved in this analysis.

14. Review and revise curriculum and instructional methods based upon the analysis of followups and reports of job performance along with advisory recommendations.

15. Conduct a continuous survey of manpower needs, student interest, and performance of graduates with curriculum revision as an on-going process. This activity will help make vocational education a realistic and effective program that is desired by all concerned.

Vocational education and general consultants of the Department of Public Instruction staff are available upon request to assist local district personnel in any of the above activities.

WECEP Recommendation Form

Students most likely to benefit from WECEP will possess some easily identified behavioral characteristics to one degree or another. Please check those which apply to the student you wish to recommend. This information is confidential. Please do not discuss it with fellow teachers or collaborate on recommendations. The WECEP Coordinator can answer questions.

Student _____

Grade _____ **Date** _____

_____ Unable to function properly within a traditional classroom setting.
_____ Not a behavior problem, but makes almost no effort and is not achieving.
_____ Has a record of absenteeism and tardiness.
_____ Has a lack of motivation, direction, and drive.
_____ Has a poor self-image.
_____ Is hostile to adults and authority figures.
_____ Has a behavioral problem pattern (long term or recent).
_____ Is a potential dropout.
_____ Creates (or helps create) situations in which a teacher finds it difficult to react positively.
_____ Is a passive and low-achieving student who is in need of help. This may go unnoticed because he/she is not a behavior problem.
_____ Has low reading ability.
_____ Seems over-active.
_____ Rarely participates in extracurricular activities.
_____ Is a slow learner whose academic frustration may lead to social problems or failure to complete high school.
_____ Is an average or slightly below average student who is finding it increasingly difficult to associate any positive value with school.
_____ Has a specific identifiable problem which appears to be impeding school performance. Please cite problem: _____

_____

Other behavioral characteristics. Please check these only if you have supportive background information.

_____ Frequent difficulty with community agencies and the law.
_____ A stressful family situation which appears to have a detrimental effect.
_____ Economic problems serious enough to threaten completion of school.
_____ Repeated suspensions or referrals to the office for discipline.
_____ Frequent school changes.
_____ Fails to establish any goals regarding his/her future.
_____ Unable to compete with his/her brothers and sisters.
_____ Has psychological difficulties.
_____ Has parents who are unable or unwilling to support school efforts.
_____ Other information. Explain: _____

_____

Model WECEP Job Placement Chart

Student	Place of Employment	Hours	Supervisor	Phone

Weekly Report

Name _____ Week Ending _____

Firm _____

List of Routine Tasks	S	M	T	W	T	F	S
List New Tasks	**S**	**M**	**T**	**W**	**T**	**F**	**S**
Total Hours Worked Daily							

Total Hours Worked This Week _____

On the opposite side of this form:

1. Describe in a paragraph some event that happened this week that made you feel good.
2. Describe in a paragraph some event with which you had a problem or that made you feel uncomfortable.
3. List in exact words any criticism or compliments you received this week.

Sample Student Folder*

General Information

Parent/Guardian _____

Address _____

Phone _____

Age _____

Birthdate _____

Soc. Sec. No. _____

Case Worker _____

Home Visitations _____

Parent Contact _____

Birth Certificate _____

Work Permit _____

Training Agreement _____

Work Folder _____

End of Year Report _____

_____

Telephone/Home Visits

Date	Reason	Comments

*This should be a manilla folder with this information on one side and spaces to list employer contacts on the other.

Work Experience Program Sample Advisory Committee Directory

Frank, Joan	Steaks Galore	2503 London Road	555-4551
Johnson, John	East High School	2700 Capital Avenue	555-2071
Lewis, Phil	Hamburger Heaven	228 Water Street	555-9031

Model Vocational Education Data Sheet

Name _____ Soc. Security No. _____

Address _____ Telephone No. _____

Birthdate _____ Parental Status – Married ___ Separated ___ Divorced ___

Parent/Guardian _____

Address _____ Deceased--Father ___ Mother ___

Number of brothers and sisters living at home? _____

Number of brothers and sisters NOT living at home? _____

Has student been on probation? Yes ___ No ___ If yes, why: _____

_____

Is the student NOW on probation? Yes ___ No ___ If yes, why: _____

_____

Date of WECEP entry _____ Number of days enrolled in program _____

Age at start of school year _____ Number of school days worked _____

GPA previous year _____

GPA previous semester _____

GPA while in WECEP _____

GPA excluding WECEP _____

GPA before entering WECEP _____

Number of days absent previous year _____

Number of days absent previous semester _____

Number of days absent while in WECEP _____

Number of days absent while not in WECEP _____

Number of disciplinary referrals previous year _____

Number of disciplinary referrals before entering WECEP _____

Number of disciplinary referrals while in WECEP _____

Date student drops or leaves program _____

If student is dropped from WECEP, give reason why _____

_____

_____

On the Job Tally Sheet*

Employer _____ Date Employed _____

Address _____ Job _____

Type of Business _____ Hours _____

Supervisor _____ Bus. Tele. _____

School Days Worked: First Semester _____ Second Semester _____

August

September

October

November

December

January

February

March

April

May

June

*Employers may want to use this type of form to keep an individual record of the number of days a student spends on the job.

Confidential Pupil Information Sheet*

1. Student Name _____

   Address _____ Phone No. _____

   Mother's Name _____ Father's Name _____

2. Are parents Married _____ Separated _____ Divorced_____
   Deceased: Mother _____ or Father _____

3. Pupil is living with: Both parents _____ Mother _____ Father _____

   Other _____

4. Number of children in family _____

5. Has the pupil had any problems with the police? Yes _____ No _____

6. Is the pupil under supervision? Yes _____ No _____

   If yes, why? _____

7. Has the pupil had any problem with theft? Yes _____ No _____

8. Would you consider the pupil coming from a poor socio-economic family?
   Yes _____ No _____

9. Is the family on welfare? Yes _____ No _____

10. Is the student consistently late for school or classes? Yes _____ No _____

11. How many times was the pupil absent this year to date? _____

12. What is the pupil's reading grade level? _____

13. What classes would you recommend for next year _____

    _____

    _____

14. List any services the student is presently receiving from other agencies:

Please include a copy of the pupil's 7th and 8th grade report cards and test scores.

**A model form being used at DeLong Jr. High School, Eau Claire, WI.*

Model Student Classroom Evaluation

Name _____ Class _____

1st qtr. _____ 2nd qtr. _____ 3rd qtr. _____ 4th qtr. _____ Teacher _____

Work & Study Habits	Code *	Additional Comments
Effort and Initiative		
Accepts responsibility		
Class participation		
Willingness to follow directions		
Attitude toward course		
Self discipline		
Attitude and/or respect toward fellow students		
Attendance: missed class		
late		
Effort to make up missed work		
Cooperation with teacher		

*Code: 5 Excellent - very high quality, high level of achievement.
4 Very Good - high quality, good level of achievement.
3 Good - satisfactory quality and level of achievement.
2 Fair - low quality, student not achieving at capability.
1 Poor - poor quality, student achieving far below capability.

Please return to Vocational Education Coordinator. Thank you.

Model Transportation/School Car Form

Date	Destination	Mileage	Reason

Student Schedule

Student _____

Quarter 1 2 3 4

Mods	Class	Room	Teacher
Class Period 1-2			
3-4			
5-6			
7-9			
10-11			
12-13			
14-15			

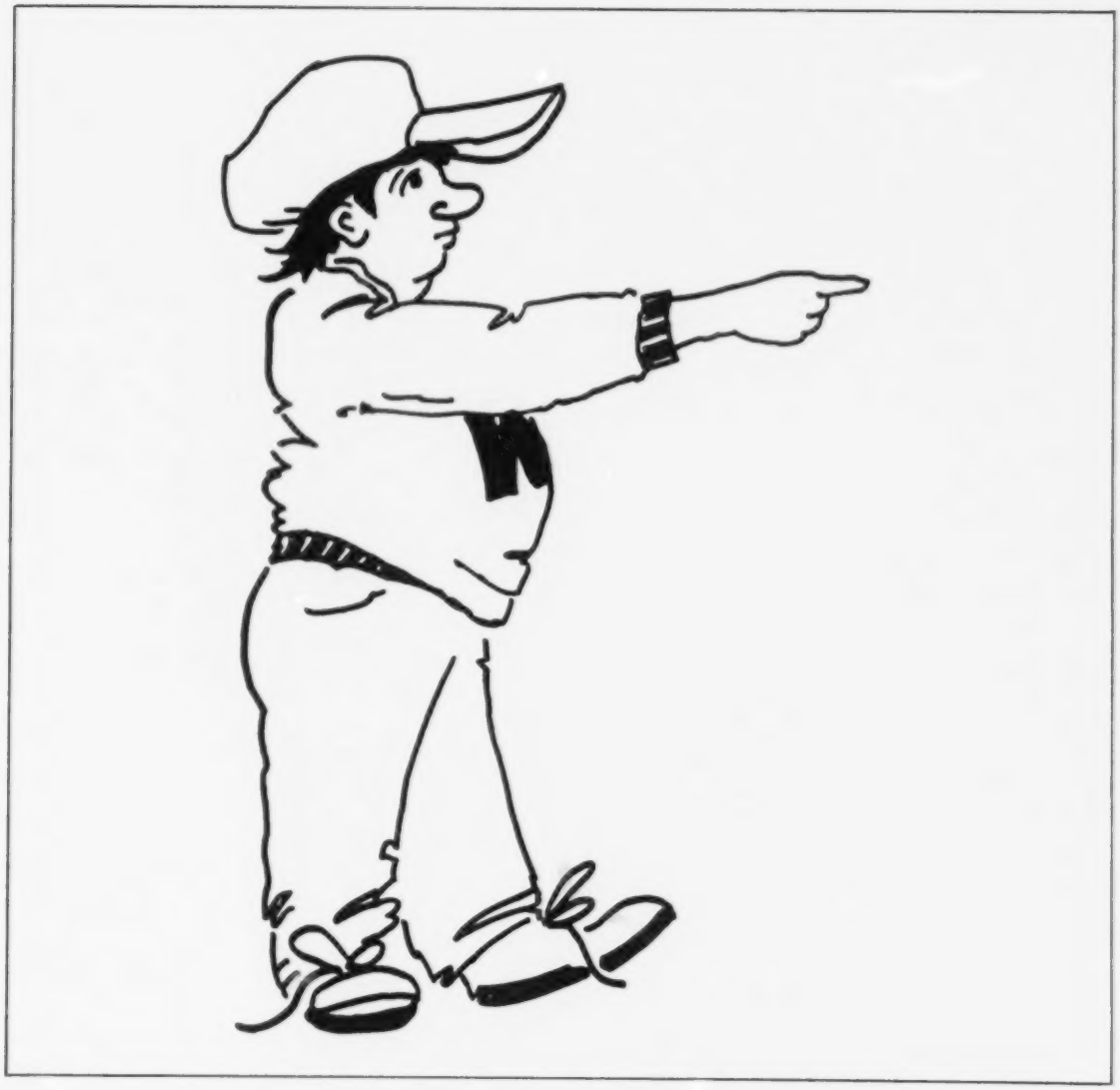
Lunch Mod _____

Sample Work Experience Roster

Student	*Parent/Guardian*	*Address*	*Phone*
Henka, Joel	Berry and Kerry Bohl	3637 Beach Rd.	835-3283
Bauer, Joe	Barb Bauer	5586 Valders Ct.	874-6201
Reim, Mary	Stu and Chris Reim	3802 Don Drive	832-0290
Starke, Kris	Rick and Jackie Starke	445 Dawn Drive	839-7255

4

Student Selection Process



Student Selection Process

Introduction

The ultimate success of a work experience program depends in part upon the proper selection of participating students. This section outlines and explains the procedures for choosing a committee to screen student applicants and the methods for selecting students for the program.

The Selection Committee

The first task is to establish a selection committee of no more than seven members. The composition of this committee will vary from school to school, but it will generally include an administrative representative, a counseling or guidance representative, a teaching staff representative, a non-faculty representative (such as a social worker or school psychologist), and a work experience coordinator. Since each committee member should have one vote, an odd number of committee members is recommended to avoid ties.

Once the committee has been formed, a regular meeting schedule should be established. Meeting once a month or twice a quarter may be adequate. Keep in mind, however, that even after the majority of participating students have been selected, there is on-going activity for the committee. For example, committee members can help assess student readiness for job placement and they can also provide input on situations where a student must be removed from a job site because of poor school or work reports or even when a student must be removed from the work experience program.

Getting Student Recommendations

The committee's foremost responsibility, however, is the selection of students. Students may be recommended by teachers, administrators, counselors, parents, or out-of-school agencies. The work experience coordinator will call for recommendations and should stress that in the interest of a fair comparison of candidates all data for each student should be presented in a workable, uniform case conference structure. Some programs use a referral form like the one on the following page.

In addition to asking for general recommendations, the program coordinator should also make informal contacts with staff members. A tabulation sheet can be used to record the number of recommendations for each student as well as the name of the student's sponsor and the reason for recommendation.

Work Experience Program Referral Form

Date of Referral: _____ Date Received: _____

The work experience program is designed for the 14- and 15-year-old youth who is disinterested in school. This is usually evidenced by poor attendance (ten or more days of unexcused absences per quarter), poor grades (below average or failing grades), and/or a significant number of suspensions (referral should be made after the third suspension either in or out of school). If you know of any student who might qualify for the program, please fill out and return this form to the appropriate counselor or WECEP coordinator at your school.

To be filled out by teacher

Student's Name _____

Class: 7 8 9

Reason for referral:

1. Number of days absent from your class: _____
2. Academic grade in your class to date: _____
3. Number of disciplinary referrals: _____
4. Other reasons: _____

_____

Referred by: _____

To be filled out by counselors or WECEP Coordinator

Grades (for last grading period) _____

Attendance: _____ Tardies: _____

Suspension: _____

Birth Date: _____ Telephone: _____

Where can I reach the student?

Class Period	Room
1	
2	
3	
4	
5	

Thank you for your referral on _____. The following action has been taken:

_____ The student has been interviewed and a WECEP staffing will be held in the near future.

_____ The student has been given an application for WECEP and will be considered for the program when there is an opening.

_____ The student has already been dropped from school.

_____ The student does not qualify because: _____

Instruments and Strategies

Some coordinators may use a selection/placement profile to help obtain a clear picture of a student's position on a number of job-related characteristics basic to selection and/or placement.

It is possible that while students are being considered for selection, their profiles may indicate they are ready for actual job placement. In this situation, the coordinator decides whether students are actually ready for placement without having spent any time in the program.

To use the profile that follows, circle the statements that apply to the student being evaluated. Then, add up the total for the circled items under **each** characteristic and enter that total on the placement game plan chart that is reproduced in this section. The chart will provide an overview of student readiness for the work experience classroom program or for job placement and can provide a basis for deciding which employability skills need to be taught or reinforced with a particular student.

If a student's position on all the selected characteristics is at four or above, the student has a high probability of success in the program. If the student's position on the selected characteristics is lower than four, then the student is either accepted into the program with a lower probability of success or rejected from this program and referred to another program.

If the student's position on all the selected characteristics is at six or above, the student can be placed in a job with a high probability of success. The instrument and chart were developed by Mike McMahon and John Roche of the Elgin, IL, school system.

Placement Evaluation Guide

Willingness to Work

2 Student expresses a strong desire to work
2 Student has worked on a regular job before
2 Student has appropriate reason for working, for example, buying things I want; vs. gets me out of school
2 Student has special/obligatory reason for working, for example, sickness at home, strong financial need
2 Student completes assigned tasks in school
2 Student improves in behavior and grades

Honesty

2 Student has no record of stealing in the school or community within the past six months
2 Student has no record of cheating in the school within the past six months
4 Student has no record of stealing in the school or community within the past twelve months
4 Student has no record of cheating in the school within the past twelve months

Attendance

4 Over a four-week period, student does not miss more than two school days

6 Over a six-week period, student does not miss more than two school days

Punctuality

2 Over a four-week period, student is not tardy more than two times

2 Over a six-week period, student is not tardy more than three times

Communication Skills

2 Student gets along satisfactorily with other students

2 Student gets along satisfactorily with school adults

2 Students gets along satisfactorily with parents or employers

2 Student has no referrals, suspensions, or truancies within the last grading period

2 Student has ability to accept a teacher's order

2 When confronted, student is able to control feelings

Family Support

2 Parents are in favor of student's being in the program

2 Parents are in favor of student's working

2 On occasion, parents are willing to change their schedule to accommodate student's work schedule, for example, drive student to work, plan vacation with student's work schedule in mind

2 If parents are unable or unwilling to accommodate the student's schedule, they are willing to meet with the student and coordinator to discuss alternatives

2 Student's communications with parents are generally positive

Physical/Intellectual Abilities

2 Student has ability to follow most orders from adults

2 Student has ability to concentrate on single tasks

2 Student has the survival skills of basic math, and reading abilities

2 Student has physical and intellectual abilities for one or more jobs within the program

2 Student has the physical and intellectual abilities for a specific job that is currently available

Placement Game Plan

CHARACTERISTICS	Points	Goal	Approach	Motivator
Willingness to Work				
Honesty				
Attendance				
Punctuality				
Communication Skills				
Family Support				
Physical/Intellectual Abilities				

The Initial Selection

After all recommendations have been received and processed, the committee will hold an initial selection meeting. At this meeting, each potential participant is evaluated in view of the philosophy of the program, the total number of recommendations, the sources of the recommendations, and school data such as grades, attendance, and behavioral patterns. During this meeting, the number of recommendations must be given key consideration, and the possibility of personal bias by a sponsor must be taken into account.

A counselor must be present for each student being considered for the program. That counselor will present social and economic information on individual students.

After hearing the information, the committee will narrow the initial list to 30 or 40 candidates and develops a first alternate listing.

Following the student interview and application selection meeting, the coordinator arranges a large group presentation for all prospective participants. At the meeting, the coordinator explains the program and what is expected of each student. Students are also told about what they must accomplish before they can be admitted to the program and are briefed on the interview procedure for final selection. In addition, each student is given an information packet to take home to parents or guardians.

With all the facts in hand, students then decide whether they wish to be considered for the program. If they are interested in the program, they are scheduled for an individual interview and are asked about themselves and their backgrounds including social security numbers, a summary of hobbies and interests, vocational ambitions, a work history, some information about their peer group and an overview of their attitudes toward school, home, family, and self. You may want to have students fill out the following form to facilitate the interview.

Parent Letter

The following letter was sent to parents when their teen-agers were considered for WECEP.

Dear Parent:

Your child is being considered for acceptance in the Work Experience Career Exploration Program (WECEP).

WECEP is a program developed to assist 14- and 15-year-old students who are having difficulty in school. It is believed that if we can work with students in junior high school and help them to overcome their problem, we will increase their opportunity to successfully complete high school.

The first step of the program is to enroll the student in the WECEP Seminar. This class is held everyday. Students learn employability skills such as where to look for a

job, how to fill out application forms, and how to go through an interview. They also learn how to get along with others, how to follow directions, how to show initiative, and much more. We try to get the student to understand the importance of following rules, not only in school, but also at home and on the job.

When a student shows consistent improvement, the coordinator places the student on a job site. This will be an entry-level job identified by the coordinator. The student will be released from school two hours per day. They will receive full credit as their job is considered an excellent learning experience.

The WECEP coordinator will be coming to visit you shortly with more information regarding this program. If you have any questions in the meantime, please feel free to contact Sandra Poplawski* at school, 639-5600, or at her office, 639-4133, between 9:15 a.m. and 11:00 a.m.

Sincerely,

WECEP Coordinator
Principal

*This letter was composed by Sandra Cicchini, former Kenosha WECEP Coordinator.

Student Application Blank – WECEP Program

Eau Claire Public Schools
DeLong Junior High School

Date _____

Name _____ Social Security No. _____

Address _____ Telephone _____ Sex _____

Grade _____ School _____ Counselor _____

Present Age _____ Date of Birth _____ Height _____ Weight _____
Month/Day/Year

Mother's Name _____ Father's Name _____

Mother's Occupation _____ Employer _____ Phone _____

Father's Occupation _____ Employer _____ Phone _____

Why do you want to enter this program? _____

What physical handicaps do you have? _____

What classes do you like best? _____

What classes do you like least? _____

To what school organizations have you belonged? _____

What are your hobbies? _____

Can you type? How many words per minute? _____

What office machines can you run? _____

Have you used a cash register? ____ What kind? _____ Where? _____

Do you plan to finish high school? _____

Are you now employed? _____ Yes, _____ No. Firm name and address _____

_____

Student application blank, continued.

List places of last employment and how long you were employed there.

Place of Employment	Type of Work Done	Dates	Reason for Leaving
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What kind of job would you like to have this year? _____

_____

How are you qualified for this job? _____

_____

What are your plans for the future? What would you like to be doing ten years from now? _____

What is your opinion of this junior high? _____

What teacher or counselor are you best able to communicate with here? _____

Do you like working with other people? State reasons why or why not. _____

_____

Are you presently happy with yourself? Give reasons why or why not. _____

_____

List three personal references. (Do not include relatives)

1. _____

2. _____

3. _____

During this interview, the coordinator should establish a warm atmosphere, be precise in asking questions, use an understandable vocabulary, and avoid making decisions for the student. The coordinator should also make a point to observe and listen, remain neutral, avoid making decisions based on first impressions, and conclude the interview with a summary of the actions agreed to by each party.

Program Interview Questions

The following questions represent a sample of what coordinators may be asking students.

Attendance

- How many days of school did you miss this year? Last year?
- Why were you absent?
- Have you ever ditched? When? How often?

Being on Time

- How many times were you tardy to any class this year? Last year?
- Why were you tardy?

Willingness to Work

- Why do you want to be in this program?
- In order to get into this program, are you willing to improve your behavior, attendance, and grades?
- Do you want to work? Why?
- Is there something you need money for?
- Are you willing to wait to get a job, or do you expect one right away?
- Have you looked for a job lately? Where?
- Have you ever worked before? Where? What happened?

Accepting Orders

- Do you talk back to teachers? Parents?
- How many detentions, referrals, and/or suspensions have you had this year? Last year? Why?
- Do you do what teachers ask right away?
- Do you accept suggestions well, without arguing, complaining, making excuses, or blaming others?
- What adult can you talk to if you have a problem?

Getting Along With Others

- How do you get along with other kids at school?
- Have you been in any fights this year? Last year?
- Name two friends.

Following Directions

- Do you listen well when people talk to you?
- When you don't understand something, do you ask questions?
- Do you read carefully? (check application for Program)

Basic Skills

- What were your grades last grading period?
- Do you participate in class?
- Can you fill out a job application form correctly?
- Can you make change?
- Are you willing to change your appearance if asked by your employer? (For example, cut your hair? Wear a hair net? Keep your uniform clean?)

Family Support

- Are your parents in favor of you being in this program?
- Do your parents want you to work?
- Would your parents be willing to provide transportation to and from the job if necessary?
- Would your parents allow you to be out of school early for work?
- What do your parents do when you get in trouble at school?
- Would your parents come to the school for a conference?

After the interview, the coordinator facilitates an observation period where students "earn" their way into the program. Coordinators must be certain that candidates, their parents, and school staff all understand the observation process. In addition, the coordinator works with the selection committee to collect data on the students and organize it into a workable form using some of the materials presented in Section 3 of this manual.

The Final Selection

During final candidate selection, the coordinator chairs a committee meeting which reviews the data accumulated for each candidate. The final need is assessed and each student's chance of success in the program is projected. Each committee member has one vote per student. In voting, members strive for a balanced class with nearly equal numbers of boys and girls and equal numbers of high, middle, and low risk students. It is recommended that a total of 15 students be selected for the first year of the program. Thereafter, the program should operate with a maximum of 25 participants.

Following the selection meeting, students are notified whether they have been accepted, placed on a waiting list, or dropped from consideration for the program. The coordinator then develops individual educational plans for each student. To do this, the coordinator must be familiar with the student's success needs, and the school's scheduling process. In established programs, the coordinator will also attempt to match employer personalities with student strengths and weaknesses.

At this point, the coordinator will schedule home visitations to explain the program and observe the home environment and parental attitudes. The coordinator will also leave pertinent information such as telephone numbers and procedure lists, and get all the parties involved to sign work experience contracts like those that follow.

Work Experience Parent or Guardian Contract

Work Experience Programs are designed to help motivate students with problems in school. Program goals include increased attendance, better grades, fewer disciplinary problems, school success, and preparation for the world of work. As a parent/guardian of _____,

(1) I understand that there is no guarantee that my son or daughter will receive a job.

(2) Upon signing this form I am granting my permission for my son or daughter to be taken from the school building for the purpose of job interviews and/or job placement.

(3) I understand that once placed on a training site my son or daughter will not be operating on a normal 8-3 school day, but will be receiving released time for work. His/her modified class schedule will include the required ninth grade classes and those courses which are felt to meet his/her success needs.

(4) I agree to work with the teacher-coordinator in solving academic, attendance, disciplinary, and other problems concerning my child.

(5) I will keep in contact with the work experience coordinator regarding my child's progress. I will be available for personal contacts whenever necessary.

(6) I grant permission for my son or daughter, if deemed necessary by the coordinator and his/her school counselor, to be placed into the Individual Achievement Program (IAP) at _____ School during his/her sophomore year.

(7) I realize that the **major emphasis of the work experience program is on school success.**

I have read this Contract and understand my responsibilities as well as my son's or daughter's responsibilities.

_____ _____

Signature of Parent/Guardian Date

I have explained this Contract to the above and have emphasized its importance for acceptance and success in this program.

_____ _____

Teacher/Coordinator Date

Student Responsibilities Contract

I, _____, do hereby agree to the following responsibilities for my entry into the _____ School WECEP program:

1. I will attend school every day unless I have been pre-excused. To be pre-excused, I must have a note from my parents or guardians two days before I want to be excused. This note must be approved by the principal's office and by my WECEP Coordinator.

2. When I am absent, my parents or guardians will call school on or before 8:00 a.m. to inform my WECEP Coordinator why I am absent.

3. I understand that there is no guarantee of a job while I am in the WECEP Program.

4. I furthermore understand that to be considered for a possible WECEP job I must:

   a. attend all my classes,
   b. not be tardy to school in the morning or late to any of my classes,
   c. bring all assigned material to each of my classes,
   d. demonstrate an honest and true effort to do all assigned classwork and jobs to the best of my ability,
   e. do nothing in my classes that would keep other students from getting the most out of that course,
   f. follow the rules and requests of my parents, teachers, _____ School, and the WECEP Program.

5. Once placed on a WECEP job, I realize that:

   a. I may be removed from my job for failure to continue to comply with the items mentioned in No. 4.
   b. I will be treated by my employer as a "regular" employee and may be subject to dismissal for failure to comply with my employer's directions or wishes.
   c. On non-school days that I must call work at least three hours or more before starting time to inform my employer why I will be absent from work.

PUPIL: _____

PARENT OR GUARDIAN: _____

WECEP COORDINATOR: _____

DATE: _____

When initial selections have been made and the program started, additional recommendations should be accepted for the entire school year. It is wise to have an alternate list containing the names of students who were not accepted into the program at the beginning of the school year. A selection committee member, preferably a counselor, should keep up-dated reports on these alternates.

In addition to the on-going recommendations, a yearly screening and selection program should be scheduled for the spring of the year. Students selected at this time would begin the work experience program the following school year.

In order to complete a spring selection, recommendation forms should be placed in teacher mailboxes at the beginning of the third quarter. For the first year of a program, the forms should be handed out at a faculty meeting where the procedure and forms are explained to everyone involved. The selection committee should also devise a means for distributing forms to people outside the school building who might wish to make student recommendations.

The spring selection allows the coordinator time to prepare class schedules, make home visitations, and contact employers. It also produces more secure and valid participant selections.

When students are ready to start in the program, they might develop a student selection model to be used for future classes or work on developing student and parent responsibility contracts. Another valuable activity for students is role playing correct interview procedures.

Suggested Questions for the Selection Interview

I. The questions have been arranged under the different areas of interest to the interviewer for securing information.

A. Recreational Activities and Interests

1. What special things do you like to do in your spare time?
2. Do you prefer to be with friends or alone in doing the above activities?
3. Would you prefer being a leader or a follower?
4. Do you like to read fiction or non-fiction?
5. What are some of your favorite stories?
6. If you would choose a movie, which type would appeal to you most?
7. What are your hobbies?

B. Vocational Ambitions and Work History

1. What three occupations would you be most interested in?
2. Why?
3. Have you ever known or admired someone in these occupations?
4. What are your parents' occupations?
5. What is your family going to do to help you in your ambition?

6. What are your parents' opinions of the part-time training program offered by the school?
7. Do you work after school?
8. What work have you done in the past?
9. What is your present job, and how many hours do you work each week?
10. How much do you earn and what do you do with the money you earn?
11. Do you like the work?
12. Why did you start working?
13. What is your knowledge of the materials handled and other aspects of your chosen vocation?
14. Do you understand the skills necessary to perform the duties of your chosen vocation?
15. Do you possess these skills?

C. Companionship

1. Do you prefer to be alone or with other people?
2. Which organizations do you belong to?
3. Do you hold any office in these clubs?
4. Do other students pick on you at school?
5. Who is your best friend?
6. What do you talk about?
7. Do you believe other students like or dislike you?

D. Attitude Toward School

1. What is your favorite study?
2. Which study have you liked least while in high school?
3. What are your plans after you leave high school?
4. Do you plan to go to college?
5. Why?
6. How do you feel about high school discipline regulations?
7. In what way would you like to have school different from what it is?

E. Attitude Toward Home and Family Life

1. Will you tell me of any plans your family has for your future?
2. Will you describe a typical day in your home?
3. Why do you look forward to going home at night?
4. Do you feel that it is necessary for you to contribute to the family's financial support?
5. Do you like the various members of your family? Do they sometimes irritate you?

F. Attitudes Toward his/her own Health and Personality

1. Will you describe how you feel about your personality?
2. Have you sometimes thought of ways you would like to be different than you are?

3. Have you tried to carry out these ideas?
4. Will you tell me about any illness you have had?
5. How do you usually feel generally?
6. Do you have fears which sometimes cause you to worry?
7. Would you tell me a little about these worries?

G. Attitudes Toward Self

1. If you were given three wishes for whatever you desired, what would you wish for?
2. If you had $10,000, what would you do with it?
3. What is your vision of the future for yourself?
4. Who is your ideal person? Why?

5

Job Placement

Job Placement

Introduction

Placing the right student in the right job involves knowing students and employers and being able to develop strategies to assure success between the two. The first step in the process is identifying and assessing work-related characteristics in the students. To do this, a coordinator can draw from three sources: interviews or one-on-one interaction with students; personal observation; and progress reports from other staff members. Coordinator's will find that the employment development profile form that follows is a practical, easy-to-use system for assessing these characteristics and developing them further for future employment.

Employment Development Profile

Student _____ Quarter: 1 2 3 4 School _____

Employer _____ Date _____

Instructions: In each evaluation category, circle the statement which most accurately describes the employee. Employer comments are encouraged.

Punctuality
1. Frequently late
2. Usually on time
3. Rarely late
4. Always on time

Comment : _____

Self-Confidence
1. None
2. Needs more confidence
3. Usually confident
4. Confident and sure of self

Comment : _____

Suggested Grade (Optional)

Circle: A B C D F

Personal Appearance
1. Sloppy
2. Neglects appearance
3. Acceptable
4. Well-groomed

Comment : _____

Attitude Toward Work
1. Resents work
2. Lacks interest or enthusiasm
3. Shows interest
4. Shows keen interest and initiative

Comment : _____

Suggested Grade (Optional)

Circle: A B C D F

Personality
1. Inconsiderate
2. Indifferent
3. Friendly
4. Creates favorable impression

Comment : _____

Job Skills
1. Lacks basic job skills
2. Some limitations
3. Acceptable skills
4. Highly skilled

Comment : _____

Other comments: _____

Reliability
1. Needs constant supervision
2. Careful supervision
3. Minimal supervision
4. No supervision

Comment : _____

Work Habits
1. Poor
2. Follows directions
3. Does more than required
4. Efficient and productive

Comment : _____

Cooperation
1. Is hostile
2. Shuns others
3. Willing to cooperate
4. Always very cooperative

Comment : _____

Retention and Progress
1. Little or no progress
2. Slight progress
3. Normal progress
4. Rapid progress

Comment : _____

_____
Employer/Supervisor Signature

Yellow copy for employer
White copy for coordinator

Job Placement Criteria

The job itself is the main motivator for students accepted into the work experience program. However, coordinators should remain aware that the job is a means to an end and that school success and graduation are the final goals.

In working toward job placement, coordinators should be certain that students, parents or guardians, employers, teachers, and administrators know what is expected in order for the placement to become a reality. It's beneficial to all parties to have a small, enforceable set of rules dealing with honesty, time accountability, attendance, personal grooming, homework completion, total classroom effort, and conduct both in and out of school.

In addition, coordinators should establish what each student must achieve in order to "earn" a job placement. The selection committee can be used as a resource in this process, but there are some key points to remember.

- Goals should be short-term and concrete.
- The approach to employment should be feasible and should address the question, "will it work tomorrow?"
- Negatives need to be dealt with firmly and positively.
- Students should initiate meaningful and realistic goals and motivators to help them become accountable for their own actions.
- Coordinators should provide immediate feedback to everyone involved in all evaluations.

As part of the job placement procedure, probationary periods and the reasons for them in both school and work situations should be written up and explained to students and their parents/guardians. Probationary materials should set the length of the probation and establish rules governing the number of "warnings" a student will receive as well as the total number of probations allowed before the student is taken off the job and/or out of the work experience program. These materials should also outline what the student must do to regain a regular "status" in the program.

There may be some instances where an employer would only consider taking a student on a "volunteer" basis. In this case, it's necessary to follow the Federal Guidelines for Volunteer Job Placements.

According to these guidelines, volunteer job placements should not be substituted for paid job placements for WECEP students. Occasionally a WECEP student may work *temporarily* on a volunteer job for career exploration or as a prelude to a paid job. However, the coordinator should be aware of the constraints on volunteer work in businesses that must pay federal minimum wage.

If *all* of the following criteria apply, the trainees or students are not employees within the meaning of the Fair Labor Standards Act:

- The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

- The training is for the benefit of the trainees and students.
- Trainees or students do not displace regular employees, but work under their close observation.
- The employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion business operations may actually be impeded by these activities.
- Trainees or students are not necessarily entitled to a job at the conclusion of the training period.
- The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.
- The volunteer relationship lasts no more than thirteen weeks.

The Placement Process

Contacts with employers regarding potential job openings are the initial steps in the placement process. If the employer expresses an interest and has an opening, coordinators will make an appointment to visit the job site. The checklist for evaluation of training stations, found among the forms at the end of this section, can be helpful in doing this. If all goes well, coordinators will attempt to match a "ready" student to the qualifications desired by that employer.

To do this, the coordinator will arrange to meet with the employer before the student interview. During this meeting the coordinator will share pertinent information about the student's size/physical abilities, communication skills, and any special needs or considerations that are needed.

The coordinator then transports the student to a job interview but leaves the student and employer alone during the interviewing process. After the interview, the coordinator should let the employer know that he or she is available to answer any questions that may come up.

It's important to remember that as a coordinator you need to control or "shadow" as many aspects of your program as possible. However, in the course of the job placement, there may be events and incidents that you cannot and may not wish to control. Sometimes it is best to allow a student to "hit bottom" and then be there to help that individual start over again. In the final analysis, it's in the best interest of the program to be involved in every detail.

One of the final steps in the job placement process is making sure a work permit and a training agreement have been secured and processed before the student begins work.

Work Permit. Students must secure work permits before starting work. Permits are issued locally for one dollar. The names and addresses of local permit officers can be obtained by contacting: Equal Rights Division, Department of Industry, Labor, and Human Relations, 201 East Washington Avenue, Box 2209, Madison, Wisconsin 53701 or by calling (608) 266-3145. The employer is obligated by law to refund the dollar for the permit when the student begins work.

To obtain a work permit, students must present the following documents to the permit officer:

- proof of age (birth or baptismal certificate)
- letter from employer stating type of work to be done
- signed letter from parent or guardian consenting to the employment or a parent or guardian countersignature on the employer's letter

Training Agreement for WECEP Students (PI-1724). The training agreement available from the Department of Public Instruction and reprinted at the end of this section must be signed by the student, employer, student's parent or guardian, and WECEP coordinator before the student begins work.

Job Description. Clear and detailed job descriptions for student workers include

- a clear and detailed description of all tasks and job responsibilities.
- the salary.
- a work schedule with provision for lunch periods or breaks.
- the names of all supervisors with whom the student will be working.

Once students are placed, the coordinator needs to help them develop other specific job-related characteristics so they may remain employed. This can be done through employability seminars or through team-teaching in other related disciplines. To be effective, coordinators must develop both oral and written strategies for developing these characteristics and for fostering communication with employers to help keep students on the job while they grow personally and in their employment. The employer/supervisor evaluation form included at the end of this section can be used as a basis for these strategies.

Resources and Activities

To make the job placement process move more smoothly, coordinators may want to invite an employer to speak on "Qualities I Seek in Employees." Counselors could also help out by elaborating the methods for assessing student strengths and weaknesses and goal setting techniques for use in the work experience program.

Participating students could be involved in the job placement process by developing employment profiles, doing a survey of various employers for the skills and personal qualities they seek in employees, and developing procedures and expectations for job placement.

After initial placement, coordinators should do follow-up, including parent and student evaluations of the job site as well as employer evaluation of the work experience program. During the job placement, it is valuable to determine how students see themselves. Student self-evaluation forms can be used for this. These forms are included at the end of this section along with a job termination report used at the end of a student's work experience by the Eau Claire schools .

Employer/Supervisor Evaluation of the Student

Student _____ School _____

Training Station _____ Teacher/Coordinator _____

Position _____ Employer/Supervisor _____

Personal Qualities	Excellent 4	Good 3	Fair 2	Poor 1	Not Observed 0
Ability to work without supervision					
Ability to get along with others					
Adaptability, work under pressure					
Appearance, grooming, dress					
Attitudes, interest					
Cooperation, following instructions					
Dependability, reliability, attendance					
Determination					
Efficiency, thoroughness					
Enthusiasm, eager to learn new jobs					
Family support					
Honesty, fairness					
Imagination, initiative					
Maturity, poise, judgment					
Resourcefulness					
Self-control					
Sense of humor					
Thoughtfulness					
Wise use of time					
Job Performance					
Accuracy					
Basic Skills					
Knowledge of job performed					
Orderliness, good housekeeping					
Quality of work					
Quantity of work-production					
Speech, ability to convey ideas					
Telephone manners					
Use of good English					
Versatility					
Completes assigned tasks					
Organizational skills					

Attendance /Tardiness Record: Time(s) absent from work _____ Time(s) tardy _____

1. Does this student show promotional possibilities in this type of work? _____
2. Do you plan to continue employing this student? Yes _____ No _____

General Comments: _____

Checklist for Evaluation of Training Stations

Name of Firm _____ Date Visited _____

Address _____ Owner's Name _____

Contact Person _____ Title _____ Dept. _____

Type of Business: _____ No. of Workers _____

Possible Beginning Jobs for Work Stations:

Job Title _____ No. of Workers at this level _____

Job Title _____ No. of Workers at this level _____

RATING FACTORS	GOOD	AVERAGE	FAIR	REASON
1. Interest of management in training program				
2. Interest of supervisors in trainees				
3. Suitable occupations for training				
4. Opportunity for variety of work experience				
5. Relationship of work to student's school objective				
6. Provision for evaluating on-the-job student performance				
7. Opportunity for advancement and/or employment after graduation				
8. Pay scale commensurate with other workers in same job				
9. Potential for continuous employment				
10. Accessibility to school				
11. Lack of hazards (morals, hours, dangers)				
12. Willingness to accept trainees as part of regular work force				

OVERALL EVALUATION	EXCELLENT	GOOD	AVERAGE	FAIR	POOR
(Check one)	( )	( )	( )	( )	( )

Potential Job Supervisors:

Name _____ Title _____ Dept. _____

Name _____ Title _____ Dept. _____

_____

Coordinator

Student Evaluation of Training Stations

Student's Name _____

Employer _____

Supervisor's Name _____

1. Present duties _____

2. How long employed by above company? _____ weeks

3. Is your job what you expected it to be? _____ Yes _____ No Explain.

_____

4. Were you given ample instruction when you started the job? ___ Yes ___ No

5. Are you under daily supervision? ___ Yes ___ No
   If so, name supervisor. _____

6. Are you given helpful instruction when needed? ___ Yes ___ No

7. Are fellow employees friendly and courteous? ___ Yes ___ No

8. Do you feel advancement would be available if you were working full time? ___ Yes ___ No

9. Were the company's rules and regulations explained clearly? ___ Yes ___ No

10. Please rate your supervisor on the following points:

Introduced you to all employees in department	___ Good	___ Average	___ Poor
Explained changes which affected you	___ Good	___ Average	___ Poor
Interested in you and your job	___ Good	___ Average	___ Poor
Follow-up counseling	___ Good	___ Average	___ Poor

11. Working conditions in your business are . . . Explain.

_____

12. What can you suggest that would better the working conditions for future WECEP students? _____

13. General comments on your training station that are not included above. _____

_____

Parent Evaluation of Job Site

Date _____

1. Was the training station suited to your child's needs? _____
2. Did you child's experience in this type of program increase interest in school as a whole? _____
3. Has your child been helped to form habits of using time and money wisely? _____
4. Has your child's experience in the part-time program provided a better chance for promotion or salary increase? _____
5. Has your child made a noticeable improvement in self-control? _____
6. Was your child helped in the development of good leadership and fellowship through this instruction? _____
7. Did WECEP help your child understand and get along with people better? _____
8. Did your child's grooming become better? _____
9. Was there a noticeable increase in the poise shown by your child? _____
10. Did you notice any personality development through the instructional experience your child had in this program? _____
11. On the basis of your experience, what suggestions would you make for improving WECEP? _____

Employer Evaluation

Date _____

Kind of Job _____ Company _____

1. Do you feel the in-school instruction was based on logical training for the student's job? _____

2. Do you feel the in-school instruction was tied in with the student's work experience? _____

3. Was the teacher/coordinator's supervision of the working student adequate and helpful? _____

4. Did the teacher/coordinator get specific information from the training stations that would be helpful in the school training? _____

5. Was the student well-suited for the training station? _____

6. Did the teacher/coordinator analyze the job to find out what instruction the student needed? _____

7. Did the student have or develop the right kind of work habits for the job being done? _____

8. Was there a noticeable difference between this student and another high school student who just wanted a job? _____

9. Did the teacher/coordinator visit the work station often enough? _____

10. Do you think the school ought to continue this combined school and work program in your city? _____

(Please make any comments or suggestions for the improvement of the program on the back of this sheet.)

Student Self-Evaluation Form

Name _____ Employer _____

Type of Job _____ Bus. Phone _____

Average Hours Worked Each Week _____ Supervisor _____

	Excellent	Satisfactory	Needs Improvement	Not Applicable
1. Ability to follow instructions				
2. Ability to get along with others				
3. Dependability				
4. Industry and initiative				
5. Loyalty to company				
6. Enthusiasm toward work				
7. Honesty				
8. Punctuality				
9. Mental alertness				
10. Courtesy and manners				
11. Personal appearance				
12. Proofreading and erasures				
13. Appearance of work				
14. Quantity of work produced				
15. Quality of work produced				

I have the following overall criticism of my work _____

_____

I feel these improvements are needed _____

Job Termination Report
WECEP Program
Eau Claire School District

Date _____

Student _____

Employment Site _____

Name of Person Filling Out This Form _____

Student Job Classification _____

Termination Date _____

Reasons for Termination: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature: _____

Copies to: Employer
WECEP Coordinator
School Counselor
Student's Parent/Guardian

80

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
WECEP TRAINING AGREEMENT
P.L. 94-482
PI-1724 (Rev. 6-81)

INSTRUCTIONS: Federal law requires each working WECEP student, his/her parent or guardian, the employer and the teacher-coordinator to sign an agreement. Each should retain one copy of the signed agreement.
Attach the student's work permit to the employer's copy.
Send one copy to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
WECEP COORDINATOR
125 SOUTH WEBSTER STREET
P. O. BOX 7841
MADISON, WI 53707

Student Name (Last, First, Middle Init.)	Sex ☐M ☐F	Age	Social Security No.	School	School Yr. 19 to 19
Employer Name			Type of Industry		
Employer Address (Street, City, State, ZIP)				Is work permit on file? ☐ Yes ☐ No *Explain*	
Student's Job Title	Wage $ per hr.	Work Starting Date	Working Hours Daily: to	Sat.: to	Sun.: to

I. STUDENT JOB DESCRIPTION

State the particular on-the-job duties, tasks, and responsibilities of the WECEP student.

A. MAJOR WORK ASSIGNMENTS

Example:
General Maintenance

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

B. RELATED JOB DUTIES

Example:
General Maintenance
a. Sweep floors
b. Dust shelves
c. Straighten merchandise

1.
a.
b.
c.
2.
a.
b.
c.
3.
a.
b.
c.
4.
a.
b.
c.
5.
a.
b.
c.
6.
a.
b.
c.

II. EMPLOYER AGREEMENT

I will place the student on this job for the purpose of providing work experience and career exploration and will provide work of instructional value as stated in the Student Job Description, Section I.

The student's work activity will be under the close supervision of an experienced and qualified person. The work will be performed under safe and hazard-free conditions.

The student, whenever possible, will receive the same consideration given employees in regard to safety, health, social security, general work conditions, and other regulations of the firm.

Signature of Employer	Date

III. COORDINATOR AGREEMENT

I will visit each student at least once per month at the work station and will become acquainted with the person to whom the student is responsible while on the job.

I will attempt to correlate instruction in related classroom study with on-the-job experiences and training.

I shall endeavor to adjust all complaints with the cooperation of all parties concerned, and shall have the authority to transfer or withdraw a student.

I will make plans to meet with each student's parent/guardian several times during the school year.

Signature of Coordinator	Date

IV. PARENT/GUARDIAN AGREEMENT

I agree to allow the student to participate in the Work Experience and Career Exploration Program (WECEP).

Signature of Parent/Guardian	Date

V. STUDENT AGREEMENT

I agree to follow the rules set up by the school, employer, and coordinator whenever possible.

When absent, I will call the school office by 10 a.m. I will also call my employer to let him/her know I will be absent. I will not go to work on days that I am absent from school.

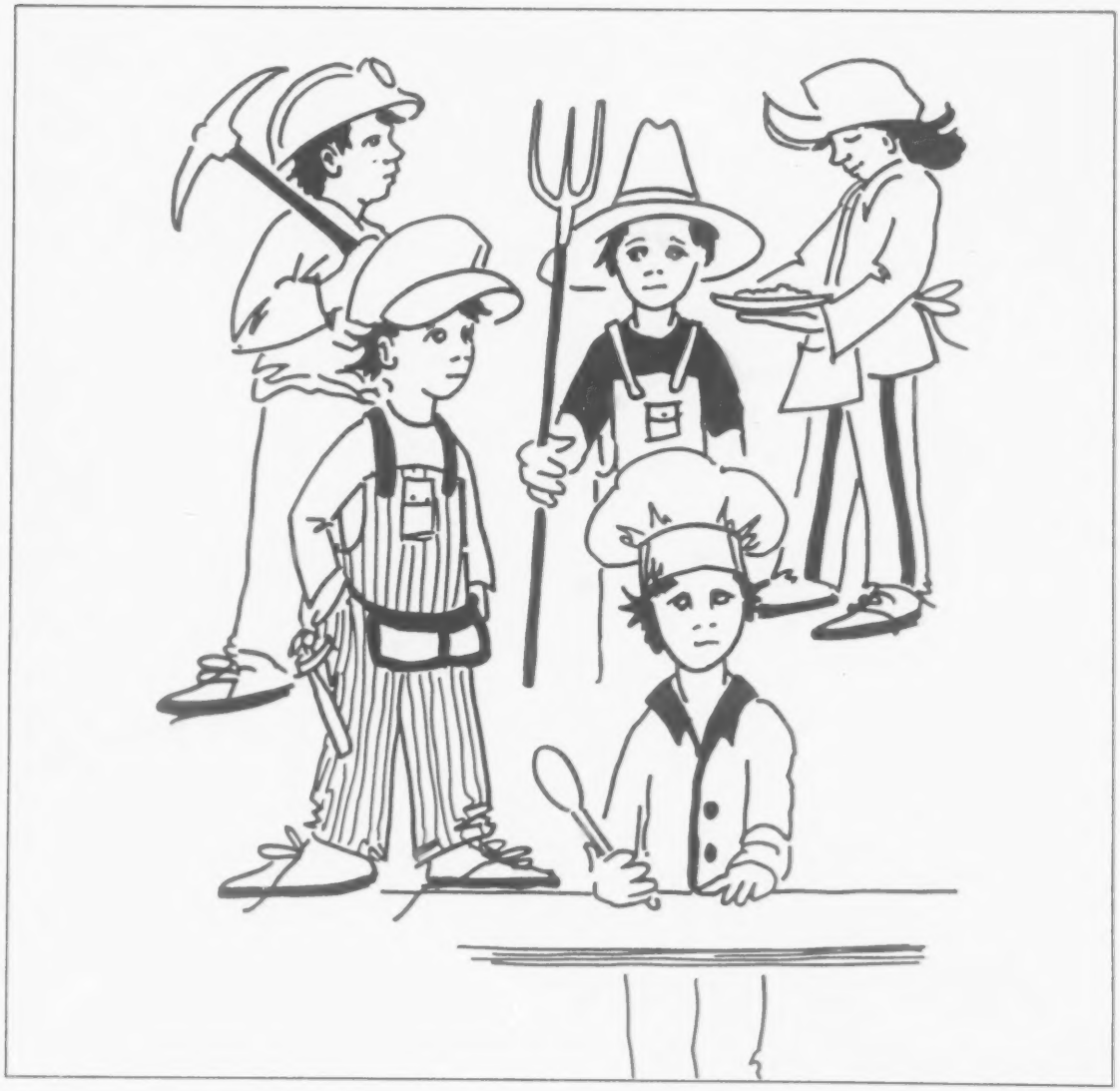
My WECEP job will be my only part-time job.

Signature of Student	Date

Students will be protected from discrimination on the basis of race, color, national origin, sex, or handicapping conditions under this agreement.

6

Job Site Development



Job Site Development

Introduction

Individual methods for developing, maintaining, and evaluating job sites may differ, but the most successful methods have some common key ingredients. For example, the successful coordinator will know how to organize and utilize an advisory or steering committee and be able to create two-way communication systems between the school and job sites. The coordinator will also implement strategies to maintain the efforts and interests of cooperating employers.

In addition, effective coordinators will be able to develop procedures for locating job sites for synchronizing work transportation, and for evaluating student work, employer participation, and job sites.

The Advisory Committee

There are several different kinds of advisory committees which are formed to assist in the development and maintenance of local work experience programs. These committees function as consultants and are responsible for making recommendations to school authorities.

A general advisory committee usually has ten to twenty members and assists in the development, maintenance, and coordination of a total vocational program for a school or a school district. It helps discover the training needs of a service area to ensure a practical program and also works to develop a community understanding of and support for vocational education.

A departmental advisory committee consists of five to nine members and serves a single department's vocational program. This advisory committee may be involved in office education, distributive education, trade and industry or any other department program.

Single-field advisory committees have roughly the same number of members as departmental committees but their function is to assist in the development of programs for very specific areas such as accounting, data processing, or secretarial training.

On the other hand, steering committees have fifteen to twenty-five members but are temporary entities. They represent many sectors of the community and are often formed to give temporary direction to a new or improved vocational education program. These committees have served their purpose and should be disbanded after the new program has begun.

In order for the type of committee chosen to function effectively, it should consist of a well-rounded cross-section of people from the community. Committee members should be experts and recognized professionals in their fields who are enthusiastic about their own jobs and about the work experience program. They should have

recent, successful experience in the area the committee is to serve and be available to attend committee meetings.

In choosing committee members, it is important to look for people who are responsible, civic-minded, and youth-oriented. The membership as a whole should be representative of the employment community and include both men and women. If your school already has a work experience program, current committee members can offer recommendations for new members. If not, you can look toward employers, organized labor, employees, civic clubs, parents, clergy, chambers of commerce, members of the press, or vocational and technical school personnel for potential committee members.

Advisory committees may be formed to serve one school or several schools. The multi-school approach is especially useful for a community that is too small to provide a sufficient base for committee representation. If a committee is serving more than one community, representatives should be selected from all the communities served.

Nominations may come from many sources. Recommendations for committee membership can be made by the coordinator. The final approval of appointments, however, lies with the board of education. After this has been done, the school principal or the superintendent of schools can send a formal invitation to participate. This lends an air of additional importance to the task.

The chosen members are asked to serve for either two or three years with terms staggered to provide a year-to-year carry-over of experienced members.

Meetings. While there is no general policy regarding the number of times a committee should meet, it is recommended that a meeting be held at the end of each school quarter and whenever there is an additional need. When a meeting is scheduled, it is important to make the agenda meaningful and to avoid wasting committee members' time.

Generally, committees that are active and involved meet more frequently than those formed only to meet federal requirements. In the interest of the work experience program, the coordinator should communicate with committee members between meetings to be sure they feel informed and up-to-date on the progress of the program.

When setting up meetings, coordinators need to take members' schedules into consideration and whenever possible schedule the meetings at a central location that is also a job site. With a number of busy calendars to coordinate, breakfast meetings are likely to be workable for most committee members.

The committee secretary should notify members one to two weeks before a meeting. Ideally, the work experience coordinator will serve as the secretary and will meet with the committee chairperson to set up an agenda. This agenda is mailed out with the notice giving the date and time of the meeting. The secretary should take minutes at each meeting and forward them to all members as soon after the meeting as possible.

Committee Responsibilities. At the first meeting, committee members should be informed of their responsibilities and functions. Coordinators should explain that committee members are a valuable aid in selecting job sites and in recommending new equipment for the program. Members also assist in maintaining standards of operation, serve as resource people, and advise the coordinator on the selection of materials and the use of additional resource people. In addition, committee members take part in annual evaluations and help publicize the work experience program.

In order to do their jobs, committee members should be instructed on the general operating policies of the state plan and on federal acts dealing with vocational education. The major part of the first meeting will be spent explaining these principles and introducing committee members to the school and its activities. Although this may seem slow and laborious, the effort is repaid by a committee that is capable, enthusiastic, and informed about vocational education.

In a well-designed setting, committee members feel useful and happy. Coordinators can facilitate this situation by being honest and open with the members, respecting their time and opinions, and seeking constructive criticism of the work experience program from them.

It is extremely important for the coordinator to have an honest, appreciative attitude toward the committee. This attitude should not be patronizing nor should it underestimate the interest and intelligence of committee members. Coordinators can consider the advice of committee members and offer feedback to show members how important they are. They can also give special recognition through personal compliments, news releases, certificates, or a special breakfast, lunch, or supper to honor committee members. Committee members should also be invited to school activities and be given a chance to experience a luncheon/discussion on the school grounds.

Advisory committee members will show the greatest continued interest and participation in school projects if their advice is sought frequently and they are updated regularly on the status of the ideas and suggestions they have made.

Communication Systems

Efficient communication systems both in-school and out-of-school will make running a work experience program much easier. The first step is to create a professional image for the program while you gain the support of others involved with it. Stress the plural possessive pronoun "our" when talking about the program and avoid words like "my" and "mine." This strategy helps others feel they are an important part of the program.

Creating communication channels involves some important groundwork. The first step is to schedule conferences with individual instructors during their preparation times, study halls, or other convenient times. Provide positive and encouraging comments during these conferences and at other meetings with faculty and staff. When one of these people makes a suggestion for the program or a comment, acknowl-

edge it as soon as possible with a few words or a note. This illustrates your commitment and reaffirms a feeling of importance for the other person.

As the program develops, coordinators will be expected to provide input at faculty meetings or large staffings. Part of being a professional is being prepared for these meetings. Keep all your reports efficient but simple and be ready to answer questions about the program.

Keeping in touch with faculty and staff is one communication device, but it's important to have written communication regarding the program as well.

Coordinators need to devise an evaluation system that will solicit written responses from their staff. The personality of the staff will help determine whether to use weekly, bi-weekly, or daily reports. A combination of all of these, using a behavior, attendance, and grade (B.A.G.) sheet for the daily report, may be necessary with a particular staff or to accommodate individual student needs.

A good communication system will allow coordinators to become role models for students. In doing this, they need to establish a method for providing feedback to students based upon staff evaluations and a filing system to keep these evaluations organized throughout the year.

In addition to in-school communication, there is a definite need for out-of-school communication. This involves community education communication, parent/guardian communication, and employer communication.

Community education involves developing a professional appearance as well as being prepared to promote the program on the radio and through the newspaper. An easy to read, informative pamphlet on the program can also be an effective community education tool.

Parent/guardian communication is done on a more personal level than community education. It is necessary here to establish a system of communication between the coordinator and parents/guardians through regularly scheduled phone calls or home visits to give progress reports. As part of this system, the coordinator should acquire day and evening phone numbers to facilitate informal or emergency contacts regarding the students. At one of the first parent/guardian meetings, coordinators should explain that all major communications or questions for employers or about employment should go through the coordinator to foster good communication between school, job, and home.

It goes almost without saying that good communication with employers is necessary in a successful work experience program. Coordinators should start the process by giving employers a list of phone numbers and the times they can be reached. Then, coordinators should get a similar list outlining the most convenient times to contact the employer and attempt to schedule permanent visitation days and times for observing the student on the job.

To keep communication flowing smoothly, coordinators should develop a means of recording and filing notes on all oral or written communication with employers. This will give them a record of what's going on in different job sites and will also help them establish a system for providing feedback to students based on communication with employers.

Feedback to the student and similar feedback to the employer is integral to a smoothly running program. Skills enabling the student to effectively communicate with an employer are also necessary and can be taught in the classroom. Again, the coordinator can serve as a role model by providing immediate response to employer questions and concerns about students' absences or school performance.

In addition, the coordinator will communicate with the employer regarding pertinent information on labor laws, training agreements, and work permits.

Developing Job Sites

The selection and development of on-the-job training stations is as important as the in-school instructional program. Since a large portion of the student's learning experiences occur on the job, the corporation training station must be selected with an eye to the needs and career goals of the individual student learner.

Job placements are important and are something students have worked hard to achieve. It is the coordinator's responsibility to secure these sites and make sure that they fit the student's requirements.

Answers to the following questions will aid in the final selection of good training stations.

- Does the proposed area of employment meet or relate to the career objectives and abilities of the student?
- Does the employer show an interest in providing instruction on the job rather than merely part-time employment for the student?
- Is the employer willing to match learning experiences to individual student capabilities?
- Will the training station offer a well-rounded variety of learning experiences for the student?
- Does the employer indicate willingness to develop a step-by-step training plan in cooperation with the student and the teacher/coordinator?
- Can the employer work closely with the student or provide another employee to offer personal and effective instruction?
- Can the sponsor arrange time to confer periodically with the teacher/coordinator?
- Will the employer discuss career possibilities with the student?
- Is the physical and moral environment of the training station appropriate and beneficial for the student?
- Are the hours for on-the-job training moderate and arranged within the framework established by the local and state programs?

- Is the training station accessible for the student in term of location and available transportation?
- Is the training station located within an up-to-date and progressive business?
- Is the equipment at the training station adequate, reasonably modern, and in good condition?
- Do the business, owner, and employees have acceptable reputations in the community in regard to social factors, economic factors, and labor relations?
- Is the business currently observing all state and federal laws relating to employment of minors?
- Will students be employed at wages comparable to those paid to similar beginning workers or at the student-learner rate established by the U.S. Department of Labor?
- Do the employer and company personnel understand and appreciate the importance of the occupational work experience portion of vocational education programs?
- Would the employer be willing to provide reports on student attendance, work evaluation, and personality development?
- Does the business have an ongoing training program that seeks to develop the maximum occupational growth for its regular employees?

The advisory committee can be a lucrative source for suggestions on job sites. Members of this committee can help develop contact lists that will include the names of employers involved in other work experience programs, former teachers who are now in business, and recommendations from co-workers, friends, or outside agencies.

The committee can also help develop an employer contact method. The potential employment contact form included at the end of this section is a good basis for gathering information. A good pre-screening process will eliminate employment sites that may not fit in with student interest or that "borderline" too many child labor law codes. For the job sites that pass the pretest, committee members may suggest a telephone call as a first contact, a letter as a first contact, a recommendation from an existing work site as a foot in the door, or a cold-call (a method where there is no advance appointment) for the first visit.

No matter how the first visit to a job site is arranged, once you're there you need to be prepared for a brief, informative meeting. It pays to have a business-like manner and visual aids to explain the program, along with the forms used during a job-site placement. Be honest and candid about the program by sharing both strengths and weaknesses with prospective employers. This can help avoid problems later and pave the way to a good working relationship.

As a good salesperson, you will be selling not only the work experience program but yourself as a coordinator. During the initial visit, specify what is expected of the employer and what the employer may expect in return. After a positive potential contact has been made, screen and evaluate the site again to help assure it will be a positive experience for the student.

During the site development phase of the program, it's necessary to keep accurate records of contacts, including the date of each and any follow-up activities. Record all

pertinent job information for each site and, as a matter of personal public relations, include personal data about the employer. Bits and pieces of information like birthdays, interests, hobbies, politics, and family information are likely to occur in general conversation and can serve as ice-breakers in future contacts.

Transportation

Guaranteed transportation is a good selling point when you're matching a student to an employer. Once a student is placed, transportation is the coordinator's responsibility. A school car can be used as backup transportation but other options like the city bus, parent assistance, car pools with older employees, and the possibility that a student could walk, drive, or ride a bike should be explored. The coordinator should arrange the safest and most efficient means of transportation for the student.

No matter what type of transportation is used, parent permission is required; the mode of transportation should be recorded in the student's folder or on the coordinator's job placement chart. An agreement outlining the method of transportation and signed by the parent or guardian should also be included in the file. In addition, it is the coordinator's responsibility to check on insurance for students who are traveling to and from job sites.

The work experience coordinator will also develop and use systems to check whether the student is using the agreed method of transportation and whether the student follows general rules of conduct after leaving the building. Coordinators will want to address the topics of bus conduct, smoking, time accountability, and responsibility to the program, school, and employers in this system of checks.

Maintaining Job Sites

As a liaison between the school, employer, and parents or guardians, the work experience coordinator will want to develop a means for continual evaluation of student performance, employer performance, and current labor law codes as well as a personal rapport with the employer. Building this rapport means getting to know the employer as a person, and being honest with the employer. As part of this process, the coordinator will also learn to tell when an employer needs help and be ready to offer assistance. However, a coordinator's rapport with an employer should never stretch to the point where a coordinator becomes involved talking with one employer about another.

On the positive side, coordinators can advance the school/work relationship by creating publicity about an employer to reward involvement or commitment. This could entail news releases to papers and radio/TV stations or listing the employer's name in a pamphlet explaining the work experience program. It could also mean encouraging students, advisory committee members, and other teachers to patronize employers.

When placing students, strive for balanced placements. This means placing no more than two students at a single site and making a concentrated effort to avoid overloading one employer with high-risk students. For example, if a student does

poorly and needs to be removed from the job site, try to provide a low-risk replacement for the employer.

If problems arise on the job site, be ready to defend your student if appropriate, but do not sacrifice a good job site by stretching an employer's patience or cooperation too far. Make an effort to provide a means for students to correct their mistakes but know when it's time to replace the student and take the necessary action. This not only helps maintain the job site but also allows another student an opportunity for success. In this situation, coordinators will also have more time to work with the unsuccessful student back in the school setting and possibly prepare that student for another job placement

Evaluation Student Job Performance

The classroom sector of work experience programs should arm students with job survival skills such as how to get along with other employees and how to please managers and their assistants. Classwork should also cover the student evaluation procedure. This involves helping students understand what they will be evaluated on and how the evaluation process works.

Students should learn, for example, that feedback from managers or assistant managers as well as conferences that involve the student, employer, and manager are a means of informal evaluation between grading periods. They should also understand how the employer's formal evaluation process works. To do this, students should be shown the formal employer evaluation sheets and taught how these translate into school grades as well as promotions or pay increases.

Like all workers, students should be informed about probation periods and job status. They should know the rules and requirements governing both on-the-job and school performance and how this performance relates to job status.

Criteria for an employer evaluation of a student should include general work quality categories as well as specific qualities the employer was seeking. These may include:

- attitude
- quality of work
- ability to work without supervision
- dependability
- punctuality
- cooperation
- personal grooming
- ability to get along with other employees
- productivity
- initiative
- ability to follow safety rules

When an evaluation is scheduled, employers should receive forms at least a week before they are due back at the school. New employers should be thoroughly educated

on the use of the forms. Coordinators should phone ahead before stopping by to pick up completed forms. This gives employers an opportunity to ask questions and saves the embarrassment that could occur if a coordinator arrived and forms weren't ready.

After the evaluation forms are received, the coordinator schedules conferences with the student, with the parent or guardian, and with the employer if further elaboration or clarification is needed. When they check the evaluations, coordinators should be aware of any employer grading systems that may differ from the school system and take these into account before forming an opinion.

During the evaluation conferences, coordinators need to be critical but generous, remembering that a positive attitude is essential since the results of the evaluation are likely to carry over in student attitudes.

Since evaluation is an on-going process, coordinators will want to continue with follow-up activities that check the progress of the student in critical job skills areas.

Evaluating Job Sites and Supervisors

Evaluations are a major and on-going part of the coordinator's job. A thorough assessment of training sites and personnel will involve direct contact and observation as well as comments about the training site from student learners, parents or guardians, and other employees, such as former students, who have been at the same job site for at least two years.

Coordinators will use a variety of criteria in their continuous evaluation of training sites. They will look at the degree to which training stations meet student needs; the amount of cooperation between the employer, student, and the coordinator; and the amount of supervision on the job. Coordinators will evaluate whether or not the supervision and training meet the goals and objectives set forth in the training agreement and whether they fulfill requirements of the child labor law.

In addition, employers will be graded on their interest in the program as evidenced by the willingness and patience with which they work with youth and on their belief in the long-range goals of the program. Coordinators will also look at the variety of learning tasks in the workplace, general employee morale, opportunities for advancement, the employer's image within the community, and the daily work schedule in relation to the amount of school release time. The latter evaluation is used to make sure the work schedule is academically sound.

In summary, there are four final points to remember when evaluating job sites and supervisors.

- Good pre-screening techniques during an initial employer contact can help avoid problems later.
- If you have moderate doubts about an assessment, allow some time to validate your evaluation. Don't be too hasty.
- Do take student comments with a grain of salt, remembering how they sometimes evaluate their teachers. In some cases it takes time for youth to

realize what types of supervision are actually needed. However, student evaluation should be an equal part of the total assessment.

- If there are sufficient grounds after an evaluation, avoid further dealings with an employer. Be tactful and don't jeopardize the current student learner's chances for success.

Resources and Activities

Advisory committee members, employers, or representatives from employment agencies may be available to talk about:

- advisory committees
- communications
- application forms and errors
- interviewing techniques
- transportation
- qualities employers look for in employees
- evaluation techniques

Student program participants can help out by developing projects on the formation of advisory committees and effective methods of in-school and out-of-school communications. Students could evaluate the kinds of forms that are used to evaluate student work performance and job sites and also research potential job leads.

Laundry List of Suggested Advisory Committee Activities

The advisory committee may aid a vocational program in many of the following ways:

- advise on special training needs for specific occupations
- advise on development of instructional content
- advise on changes and trends that affect training and employment
- aid in evaluation of vocational programs
- help determine the type and quality of facilities and equipment needed in the classroom
- aid in formation of policies and procedures involving business/industry and the school
- visit classes in a vocational program early in year (individually or as a group) to informally welcome students to the program
- form a speaker's bureau--provide at least one speaker per month on topics requested by students
- devise form for students to evaluate their training stations
- help locate job stations for a cooperative education program
- assist in the placement of graduates
- arrange for appropriate field trips
- arrange for loans and/or gifts of instructional equipment
- send thank-you letters to participating employers
- present panel discussions to students

- present panel discussions explaining the vocational education program before civic groups
- secure interest and space for a feature story in the local newspaper and assist in its preparation
- arrange for publicity of vocational education programs in monthly bulletins or house organs of labor organizations, chambers of commerce, civic groups, and other organizations
- aid in the selection of award recipients for any vocational education award program
- participate in special programs on careers
- attend banquets which relate to the vocational education program
- help secure teaching materials for the classroom
- attend area, state, and national vocational education conferences
- serve as judges in local, area, or state FBLA contests
- assist in providing information concerning desirable aptitudes, attitudes, and the education and experience backgrounds needed for entry-level jobs in the profession
- assist in obtaining vocational guidance literature for teachers, counselors, and students
- assist in surveys of local and state manpower needs
- assist in the development of aptitude and achievement tests related to initial employment of graduates
- assist in placing or helping to place students in jobs during the school year or summer vacations
- assist in preparation and review of budget requests for the vocational program
- help establish and maintain a library of visual aids, magazines, and books for the vocational program
- assist with preparation of the long-range vocational plan and/or in its revision
- assist in developing sample kits, charts, and posters for exhibit or instruction in the classroom
- help arrange meetings for teachers with business people to bring about a better relationship
- help provide summer employment for teachers when it is necessary for them to obtain job experience
- assist in establishment of teacher qualification requirements
- assist in finding substitutes and resource people from business and industry to assist the local instructor
- conduct inservice programs for teachers of vocational education

Forms and Letters

The following pages contain a variety of materials that are helpful in communicating with current and potential advisory committee members. With slight modifications, they can be used with almost any work experience program.

In addition, the section includes some forms to facilitate employer contacts and contracts.

Letter for
Recruiting New Employers

(Current Date)

Local Businessperson
Box 2424
Your Town, Wisconsin 53700

Dear Local Businessperson:

We understand that your firm is looking for additional employees. We would appreciate it if your company would interview work experience students during your regular hiring process for job openings.

Work experience is a well established, highly recognized school work release program. Your Town's work experience program is currently working with 31 community employers. All students are carefully screened before the employment interview and only those who exhibit a readiness to work are referred to prospective employers.

Students are available for short work shifts, such as a noon hour, when many employers' needs are the greatest. This translates to salary savings for employers because work experience students are satisfied to work 1½ to 3 hour shifts while other employees are generally looking for a minimum of 4 to 6 hours per shift.

In addition, transportation to and from work is arranged by the work experience coordinator. Job descriptions, work permits, and child labor regulations are all monitored and handled by the coordinator as are communications between the job, home, and school.

Under this program, the possibility of hiring a long-term employee is increased. Work experience students are interested in working throughout their school years.

I would like to discuss this opportunity further and will call you soon to set up a convenient time.

Sincerely,

Work Experience Coordinator

Invitation to Serve

BOARD OF EDUCATION

_____ School System
Your Town, WI 50000

(Current Date)

Ms. Jane C. White
Personnel Manager
_____ Company
Your Town, WI 50000

Dear Ms. White:

Because of your experience and competency in the field of _____, the Board of Education of the _____ School System believes that you could perform a valuable service to the school and business community as a lay member of the _____ Advisory Committee of _____ School.

This committee is composed of outstanding business and civic leaders in the community and is directed toward achieving closer cooperation between businesses and schools in the training of our young people.

The _____ committee normally meets about five times a year. If special concerns arise, it may be necessary to call additional meetings.

At the meetings, reports on existing programs, innovations being considered, curriculum revision, facility and equipment evaluations, and trends in current vocational education legislation are heard. There is also an opportunity to meet representatives of our vocational student organization.

You have been recommended by Dr. William Mitchell and Ms. Virginia Wilke of _____. We are confident you will have valuable suggestions, ideas, and observations to share with us. Your term would run until _____.

I would appreciate it if you would consider this invitation and inform me of your decision within the next few days. Your acceptance of committee membership will aid the vocational business education program of the _____ School.

Committee Appointment Letter

BOARD OF EDUCATION
_____ School System
Your Town, WI 50000

(Current Date)

Ms. Jane C. White
Personnel Manager
_____ Insurance Company
Your Town, WI 50000

Dear Ms. White:

Your recent (letter) (phone call) expressing your willingness to serve as a member of the advisory committee for the work experience program in _____ School is appreciated.

This letter is to notify you that your appointment is effective beginning _____, 19 ____, and ending _____, 19 ____.

The (first) (next) meeting of the committee will be held at (place of meeting) at (time of meeting). At this meeting the purpose, objectives, and functions of the committee will be explained and various committee activities will be discussed.

Sincerely,

Chairperson, Board of Education
-or-
Superintendent of Schools

Committee Meeting Schedule

(Current Date)

Jefferson Junior High
2000 Vine Street
Your Town, WI

Dear _____:

It is hard to believe that the new school year is once again upon us. But we are already in the midst of implementing ideas which we shared with you last year, and reacting to many new issues confronting vocational education this year. At our first advisory meeting we would like to share with you the progress our program has made and at the same time obtain your advice on new issues which may have some long-range effects on our programs.

As in past years, we are planning to have three advisory committee meetings. The proposed dates are:

Tuesday, November 10, 1986
Tuesday, January 26, 1986
Tuesday, March 30, 1986

An agenda for each of these meetings, along with the site and time, will be sent to you at least one week prior to the meeting date. Our annual appreciation breakfast will be discussed further as the year progresses.

We look forward to seeing you at our first meeting in November. If you have any conflicts with the proposed meeting schedule or any questions, please feel free to contact us.

Sincerely,

John Emerson
Jefferson Junior High School

Tom Deering
Eastside Junior High School

Interview Planning Form

It is advisable to complete an Interview Planning Form when preparing for an interview with a new employer. Duplicate enough copies so that there will be one for each interview during the year. You may want to structure your form like the one that follows.

Name of business _____

Person interviewed _____ Position _____

Ideas for getting interest

1. _____
2. _____
3. _____

Facts to bring out

1. _____
2. _____
3. _____

Benefits firm might realize from participating in the program

1. Possibility of the student staying with the firm as a full-time trained employee upon graduation.
2. Knowledge that the employer is contributing to the educational process of the community's youth.
3. The feeling of personal satisfaction from having helped train a student.
4. Knowledge that the school is contributing to the learning or training process through a related course.
5. An increase in the employer's status among the community businesspeople because his/her firm was selected as a training station.
6. The possibility of free publicity through the firm's relationship to the vocational education program.
7. Part-time help eager to learn the business.
8. Other benefits _____
   _____

Points that will most likely make the employer react favorably

1. _____
2. _____
3. _____

Answers to possible objections employer might raise

1. _____
2. _____
3. _____

Potential Employment Contact

General Information

Employment Site: _____

Address: _____

Type of Business: _____ Phone: _____

Manager/Owner: _____

Reference: _____

Employment Need

_____ Boy(s) Days: _____ Hours: _____

_____ Girl(s) Position(s) _____

Job Information

Salary: _____

Uniform Replacement: _____

Main Duties/Job Description: _____

_____

Special Characteristics/Abilities

_____

_____

Extra Information (Manager/Owner or Company)

_____

_____

_____

100

Coordinator's Self-Evaluation Checklist

1. Was the timing for the interview good? Was it the right time of day or night?
2. Did I get as much information about this employer's business, training needs, and pet peeves as I could?
3. Did I make an appointment?
4. Did I show interest in the employer's business? Talk about the employer's problems?
5. Did I discuss training problems, especially those of the employer?
6. Did I have in mind what I wanted to get across to the employer and what I wanted to find out during the discussion?
7. Did I pick up the employer's leads during the discussion and the employer's description of his/her training program?
8. Did I emphasize training and use the word throughout the interview?
9. Did I argue points?
10. Did I do too much of the talking?
11. Did I try to force the program on the employer?
12. Was I dogmatic or officious? Did I have all the answers?
13. Did I meet the employer on his/her own level or was he/she subservient?
14. Did I talk about federal and state reimbursement where applicable or did I give the opinion that it was entirely a local program?
15. Did I check the employer's understanding of what I was trying to get across?
16. Did I use literature? Pictures? Testimonials? If so, was it properly handled? Did I leave literature about the program with the employer?
17. Did I invite the employer to visit the school?
18. What points did I try to get across?
19. What information did I get from the employer?
20. Did I control the interview?
21. What did the employer want?

7

Publicity

Publicity

Introduction

On-going publicity and public relations are a necessary part of the daily routine of a work experience coordinator. Small "pats on the back" and "thank you's" are a vital part of every program and compliments are real "mileage getters" in securing cooperation. Proper public relations can make other teachers who work with your students feel as though they are important members of your team. It can also foster good feelings through employer recognition. The effective coordinator needs to be a salesperson everyday because you never know when you may meet a prospective employer, a possible resource person, or someone with a viable job lead.

Formal publicity must be carefully planned and developed. These activities not only help advertise and promote the program, but can also help improve it.

Publicity Possibilities

There are many common and acceptable methods of publicity. Promotional and informative pamphlets, slide presentations to community action or service groups, and school inservices are just a beginning. The successful public relations program will also include awards and appreciation banquets or breakfasts (with printed programs listing the names of participating employers), plus recognition certificates or plaques for employers, committee members, and other key people. There are many sources for publicity on your program. The most obvious are educational journals or periodicals, newspapers, radio, and television. You might also place stories in corporate magazines that are published by large chains or companies that serve as employers in your program.

Evaluation forms which indicate the extent of program success may also provide effective publicity. Follow-up studies, end-of-the year reports, and quarterly reports are all ways to get your name and program in front of the public.

In promoting your program, there are several points to remember. First, be professional. Every oral presentation or written piece of literature should be a quality product. Second, be a salesperson, but don't over-sell. And third, when working with disadvantaged youth or potential dropouts, avoid using negative labels. Remember, the picture in the paper or the written image may unfairly label individuals (students) who are desperately trying to change things in their lives. Attempt to refer to the group as a whole rather than individuals. If you must, use numbers or letters rather than names.

Resources and Activities

How do you go about preparing for positive publicity? Newspaper personnel or a representative from the journalism department at your school could explain how to write features and news releases. A local radio station may agree to interview you on the air. The school audio-visual department can provide help in developing multi-media presentations. Student participants can develop a pamphlet for the program or

write newspaper releases on a variety of topics. The forms to be used in completing follow-up studies or quarterly reports can be done and tabulated by students. Recognition certificates could be designed by the art department. In addition, the following section can help you in the mechanics of preparing news releases.

Preparing a News Release

Typing the News Release

If you're a bit overwhelmed at the thought of doing effective public relations, this section will give you the basics you need to get the good news going.

- Use 8½ x 11 inch, 20 pound white bond paper with a 3-inch top margin and 1¼ inch bottom and side margins.
- Double-space the entire news release.
- Use letterhead stationery and include the name, title, and telephone number of the person sending the release.
- Below the address block, type the words:

  FOR IMMEDIATE RELEASE

  This means the story can be used as soon as the media get it.
- Place a heading or the subject of the release at the top of the story. Do not write a headline; the editor will do this.
- Indent paragraphs five spaces.
- Type MORE in the lower right corner of each page if the release is more than one page.
- End each page at the end of a paragraph.
- Number all succeeding pages add 1, add 2, and so forth in the upper lefthand corner. Below the page number add a descriptive word or two like "vocational education" so if the pages get separated an editor can easily tell where they belong.
- Indicate the end of the release by centering and typing on a separate line one of the following:

  end #### -30-

Writing the News Release

- Present facts, not opinions.
- Include the five editorial W's - who, what, when, where, and why.
- Write the most important aspects first because editorial cuts begin with the last line of your release and proceed upward.
- Write clearly, concisely, and accurately. Use nontechnical language and avoid slang, abbreviations, superlatives, and wordiness.
- Use names in news items. Be sure to spell them correctly and do not leave any names out. Remember publicity is for the department, the school, the students, and the employer. Leave your own name out of the headlines.

Miscellaneous Helps in Preparing the News Release

- Treat all media fairly by sending releases to all news outlets, including radio and TV.
- Allow a minimum of three days for the release to reach the media in time for deadlines.
- As a courtesy, try to know the name of the person to whom the publicity is to be sent and introduce yourself if possible.
- Consult school administration prior to sending a news release (if necessary) and send copies of releases to administrators.
- Watch "timing" of news releases so you do not send announcements after an event is over.
- Use the most appropriate media.

Sending Photography

- Use black and white glossy photos if possible. Color photos may be acceptable if they are top quality.
- Type the picture caption on a sheet of paper. Attach the caption to the bottom of the photograph back side with scotch tape or rubber cement. Do not use a paper clip because it may damage the photo.
- Show the release date on the upper right corner. Double space and date the caption.
- Type the information block in the lower left corner of the block on the caption.
- Include names of all individuals in the picture using proper left-to-right order.
- Action shots with one center of interest may be best. Do not show the backs of people.
- Insert news release with photographs and captions, mail first-class or deliver personally to press.
- Type identifying information on a mailing label and attach it to the back of the photo.
- Fold the paper with the caption up and over the photo.

Other Possibilities

The following pages contain examples of other types of publicity. A certificate, a brochure, and a newspaper story are included.

Sample Newspaper Article

WECEP Honors Banquet*

The Work Experience/Career Exploration Program, WECEP at Sun Prairie High School held the first annual Employer-Parent Banquet last week.

The WECEP program designed to motivate students by incorporating part time employment into their school day, is in its second year in Sun Prairie.

Approximately seventy parents, employers, school officials and students enjoyed punch, hors d'oeuvres and a buffet dinner planned and paid for by the students.

Ms. Kathleen Paris of the State Department of Public Instruction spoke. She focused on the fact that all persons are teachers and referred to the employers as the backbone of the program; and the downtown teachers so vital to the program. Ms. Paris commended Sun Prairie's WECEP program as a credit to the school and community.

Certificates of Recognition were presented to the employers and 23 students who participated in the program this year.

WECEP Coordinator Jac Blasi cited six students for special recognition. Based on school attendance, grades and employment proficiency, an award was given to the student of the quarter for each nine week school term. Jay Heller, Deanna Rhodes, Cindy Fleischman and Annette Sainsbury won awards for the first, second, third and fourth quarters respectively. In addition, Mary Krall won the Employment Development Award and Vienna Otis won the comeback award.

Area businesses cooperating with the program by employing students include Mars Restaurant, McDonalds in Sun Prairie, Value Village, Terrace Sports, Capitol Air Systems, Ponderosa, Tuff-Kote, McDonalds, East Towne, Denny's Restaurant, I.H.O.P., City View Nursing Home, and Jones Concrete.

*Reprinted, with permission, from the June 1, 1978 issue of the Sun Prairie, WI, Star-Countryman.

The State of Wisconsin Department of Public Instruction

Certificate of Appreciation

presented to

_____

in recognition of your cooperation in hiring, training, and teaching students in the Work Experience and Career Exploration Program (WECEP).

Your participation in this program exemplifies the spirit of citizen involvement that brings the school and the community together and contributes to the advancement of public education in our state.

THE STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Herbert J. Grover

State Superintendent of Public Instruction

Dated this _____ day of _____ at Madison, Wisconsin

A BIG

thank you

Work Experience - Career Exploration Program

FOR HELPING TO PROMOTE THE POSITIVE.

PRINCIPAL

WECEP COORDINATOR

WECEP
a cooperative effort!

- Racine Unified School District
- Bureau for Career and Manpower Development
- Wisconsin Department of Public Instruction
- Wisconsin Department of Labor
- Local Business

For further information please contact:

Sandra Poplawski
WECEP COORDINATOR

Jerstad-Agerholm Jr. High School
3601 LaSalle Street
Racine, Wisconsin 53402

Phone: (414) 639-4133
(414) 639-5600

WECEP

Work Experience Career Exploration Program

an alternative to the traditional school program

a work-study program for 14 and 15 year old students who might otherwise quit school

WECEP works!

WECEP does!

- Offer students positive school and work experiences.
- Develop self awareness and a positive attitude toward self.
- Develop good work habits and attitudes.
- Reduce the flow of young people into the hardcore unemployment pool.
- Improve school attendance.
- Prepare students to find work and stay working.
- Offer local businesses an opportunity to get involved in the development of future employees.

A program for 14 and 15 year old school alienated youth destined to become dropouts. It is a school supervised work experience, guidance based vocational program designed to help these students improve their attitudes toward school as reflected by improved behavior, attendance, and grades.

WECEP is!

WECEP works!

The WECEP Coordinator works closely with concerned civic minded business people in the community to place a student for ten to fourteen hours of work per week. Students are hand scheduled into a shortened day at school including a seminar with the coordinator dealing with job adjustment and basic work skills.

BEST COPY AVAILABLE

WECEP needs you!

Yes, a cooperative effort of school, community and the home is a must in order to insure a successful program.

Businesses are asked to employ students for up to fifteen hours per week.

Schools will provide especially designed employability skills, training and a WECEP Coordinator to help students grow in their ability to get along on the job.

Home will add support and work with coordinator in solving attendance, disciplinary and other related problems of students.

8

Outside Agencies and Services

Outside Agencies and Services

Introduction

A successful work experience program makes effective use of outside agencies and organizations. This involves

- identifying private and public employment agencies which might be helpful in securing employment for work experience students.
- coordinating with outside agencies to develop cooperative training plans for work experience students on selected job sites.
- developing a working knowledge of all guidance and counseling agencies which provide services for youth and their families.
- developing and implementing a working relationship with staff at drug and alcohol abuse centers.

Employment Agencies and Special Programs

Wisconsin Job Service. The Wisconsin Job Service is a logical place to begin accumulating information about employment opportunities. The service provides a source of job leads and is an excellent source of curriculum materials dealing with employability skills.

To use Job Service, you must register students individually. Following registration, each student is interviewed by a Job Service representative–an effective learning experience for the student.

Job Training Partnership Act. While you are at Job Service, you might ask about other programs, like the Job Training Partnership (JTPA), which provide support for eligible students.

When funds are available, the JTPA is a good source for securing employment sites for high risk students and usually has summer employment for qualified students. Under JTPA, job placements are in the public sector but up to 16 weeks of the student's salary is paid by the program. Since JTPA students are supervised by both a work experience coordinator and a person from the JTPA office, you must be careful not to over-visit the worksite.

To qualify for JTPA, students must be from low-income families that usually will be receiving A.F.D.C. A window is available for a small minority who are not income eligible for the program. There is also information on these programs at local private industry councils and some money is available through the DPI.

Targeted Jobs Credit. The targeted jobs credits provides an employer with the incentive to hire persons from targeted groups that have a particularly high unemployment rate or other special employment needs. To be a member of a targeted group the student must be participating in a qualified cooperative education program and be certified in writing by a qualified school to meet the following criteria:

- must be at least 16 years old but less than 20
- cannot be a high school or a vocational school graduate
- must be enrolled in and actively studying in a qualified cooperative education program
- must be a member of an economically disadvantaged family

The school may satisfy the certification requirement by completing form 6199, Certification of Youth Participating in a Qualified Cooperative Education Program. The parent, guardian, or head of household must complete a family income statement. Copies of both these forms are included at the end of this section.

For purposes of targeted jobs tax credit, a qualified cooperative education program is a vocational education program that includes the required academic instruction by combining school study with a job in any occupational field. The school and employer together must plan the two experiences so that each contributes to the student's education and ability to become employed. The program must be directly related to preparing a person either for employment or for additional preparation for a career that does not require a baccalaureate or advanced degree. The program must provide instruction related to the occupations for which the students are training. The education program must be organized through written cooperative arrangements between one or more employers and a qualified school.

In this context a qualified school is a specialized high school, a high school department, or a technical or vocational school used exclusively or principally to provide vocational education to students who are preparing to enter the job market. A technical or vocational school must provide this education to students who have either left or completed high school. A school that is not a public school is treated as a qualified school only if it is exempt from federal income tax.

To qualify for TJTC the student must also come from an economically disadvantaged family. A person is a member of a economically disadvantaged family if the designated local agency determines that the family's income was at a certain level during the six months before the earlier of either the month the determination is made or the month in which the hiring date falls. The family's income level during that period must have been less than or equal to 70 percent of the Bureau of Labor Statistics lower living standard, figured on an annual basis. A handicapped student is considered as a family of one.

An exception to program standards may allow work experience programs to qualify for TJTC. It may now be possible for some of Wisconsin's work experience programs for disadvantaged and handicapped learners to qualify for the Targeted Jobs Tax Credit. In order to be eligible, the program must provide the following minimum elements as specified by federal law.

- It is a program of vocational education. A "program of vocational education" for purposes of IRS Form 6199 means an organized educational program which is directly related to the preparation of individuals for employment, or for additional preparation for a career requiring other than a baccalaureate or

advanced degree. An "organized education program" means only instructions related to the occupation or occupations for which the students are in training.

- There is written arrangement between the school and the employer.
- There is in-school instruction, including required academic instruction related to the job in any occupational area. This "instruction" is being interpreted as a class which provides general and specific instruction related to the participant's job and meets an average of no less than one period each day.
- The alternating schedule of study and work are planned and supervised by the school and employer in order to further the student's education and employability. This element dictates that the program's coordinator be provided time to develop the "written arrangement" specified above, and time to visit (supervise) the student on the job in order to insure that a meaningful educational experience is being provided at the job site.
- Students must be employed and compensated in conformity with federal, state, and local laws.

The program coordinator will complete the Internal Revenue Service Form 6199 to certify that students are attending a qualified program– that is, a program that meets the elements stated above–and mail these forms to Henry Hendrickson, Community Services Specialist, Wisconsin Department of Public Instruction, 125 South Webster Street, Madison, WI 53707. Four copies of the form are needed. One copy remains with the employer, one copy is for your files, one is filed at the Department of Public Instruction, and the other is sent to Job Service. The coordinator/school, in completing and submitting Form 6199 to the employer, certifies that the five requirements listed in this section have been met.

The state superintendent of public instruction will grant an exception to occupational preparation program standards when the above conditions have been met. In essence, this exception will qualify programs that meet the federal definition of cooperative education but do **not** meet Wisconsin's fundable cooperative education program standards.

This exception is being offered in order to assist educators in strengthening vocational education for handicapped and disadvantaged learners.

Other Organizations and Agencies. After investigating the possibilities at Job Service, it's a good idea to check out other employment agencies as well as organizations such as the chamber of commerce and the local restaurant association.

The chamber can provide you with a list of all its members including the name, business title, phone number, and address of each member. This kind of listing is usually available free for restaurant and motels. However, there may be a charge for the chamber's complete membership list. Despite the charge, this list can be an excellent source of information for beginning a program and the Chamber is a good contact to have.

The restaurant association is another good resource for work experience coordinators. It can provide a listing of its members and may also be able to arrange for a work coordinator to make a formal presentation at one of its monthly meetings.

There are many other service or trade organizations that can be approached for help in the job search. The Lions, Optimists, and Knights of Columbus are only a few of the possibilities. They can provide not only potential job referrals but may also be sources of grant money or youth projects for work experience students.

Guidance and Counseling Agencies

Whether private or public, guidance and counseling agencies can be a great asset to the work experience program.

The county human services agency contains an adolescent services unit that may be serving some work experience students. The coordinator should be prepared to cooperate with any social workers assigned to work experience students. It is a wise investment of time to meet and become acquainted with all of your county's social workers. You can easily do this by attending one of their weekly meetings. You will be able to find out the names of social workers involved with your students when you make a home visit to meet with students and their parents.

Along these same lines, the coordinator needs to be aware of potential child abuse situations within the families of work experience students and know the legal steps to follow when these situations occur.

In addition to the county human services office, coordinators may want to become acquainted with the people at agencies such as Lutheran Social Services. These agencies are privately funded or contracted by the county. They provide a variety of resources such as counselors, shelter homes, group homes, and treatment centers.

Coordinators will also find that a working knowledge of alcohol and drug abuse centers is useful. These centers are involved in intervention, prevention, assessment, and consultation and can provide information and referral. They can also provide excellent curriculum material that may be incorporated in units covering these topics.

The work experience coordinator must be knowledgeable about these topics not only for classroom teaching, but also for interaction with students. Coordinators should understand school procedures for handling drug referrals or drug-related problems.

In dealing with these situations coordinators should remember that "two heads are better than one," and seek the services of agencies rather than attempting to handle problems with which they have no background or professional training.

Coordinators can, however, coordinate their efforts with these professionals and offer their offices as private places for social workers or counselors to meet with students.

Resources and Activities

Learning about alcohol and drug abuse and the community resources for dealing with them can be made easier by setting up regular programs that allow speakers from agencies dealing with these problems to make presentations to school personnel.

For example, social workers from human services and other guidance and counseling agencies could explain what services they provide for adolescents. They could further elaborate on their agency functions and coordination efforts with the schools.

A representative from the county council on alcoholism and drug abuse could explain intervention and assessment processes, and a drug counselor could explain what to look for in the classroom concerning drug dependency. Speakers from public organizations such as Alateen or Tough Love could be asked to describe their programs.

In addition, students might develop a list of treatment centers and other agencies that work with youth in the county. They could also investigate the procedures for drug in-take, assessment, treatment, and after-care at these facilities.

Students could also be involved in the general information-gathering process by surveying the community for agencies or organizations that could provide job leads or actual job sites for work experience pupils. To further the learning experience, students could report back to the class on their research.

D

P

I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
FAMILY INCOME STATEMENT –
TARGETED JOBS TAX CREDIT PROGRAM
S 448 of I R Code
PI-1373 (Rev 10-85)

Information provided in this statement is confidential. It will be used to determine eligibility status only.

INSTRUCTIONS: All sections must be completed by parent, guardian or head of household. Type or print in ink. Return at the earliest possible date to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P. O. BOX 7841
MADISON, WISCONSIN 53707

Applicant's Name *Last, First, Middle*		Social Security No	Age	Birthdate *Mo./Day/Yr.*
Street Address		City	State	ZIP
County	Telephone *Area/Number*	Legal Resident of Wisconsin? ☐ Yes ☐ No		No. of Family Members Living at Home*
Name of School		City		Grade of Applicant

I. INCOME INFORMATION

Is applicant a **foster child** legally assigned to your care? ☐ No ☐ Yes *Skip to Section II*

8 *List total income received by* **all members of the family** for the **past six months**. *(See reverse for inclusions and exclusions.)*

1 **Gross Wages or Salary** *Include total money earnings, before deductions, for work performed as an employe* $_____

2 **Self-Employment Income** *Include net money income–gross receipts minus operating expenditures* $_____

3 **Farm Income** *If applicants or members of the family reside on an operating farm, include net income from sale of farm products* $_____

4 **Other Income** *Include money received from rent, Social Security benefits, OASI and Federal Disability Insurance, pensions, alimony, interest and periodic income from insurance policy annuities.* $_____

TOTAL FAMILY INCOME $_____

II. SIGNATURE

I certify that the information on this form is true to the best of my knowledge. (This information is subject to verification; falsification is grounds for the participant's termination and possible prosecution under the law.)

Signature of Parent, Guardian or Head of Household	Date Signed
121	

*All persons related by blood, marriage, or adoption are considered members of a family. Do not include an individual 18 years of age or older who receives less than 50% of his/her income from the family.

Inclusions in Annual Family Income:

A Gross Wages or Salary: The Total money earnings received for work performed as an employe. It represents the amount paid before deductions from income taxes, social security, bond-purchases, union dues, etc. Wages and salaries received by individuals through public service employment and on-the-job training under JTPA and the Emergency Employment Act of 1971 and Title X of the Public Works and Economic Development Act are included in the income computations.

Income earned while on National Guard duty is included, because this is not considered active duty.

B Self Employment Income: Net money income (gross receipts minus operating expenses) from a business firm, farm, or other enterprise in which a person is engaged on his/her own account.

C Other Income: Money income received from such sources as net rents, interests, social security benefits (OASI and disability insurance), pensions, alimony, and periodic income from insurance policy annuities, contests and lotteries, governmental retirement payments and armed forces retirements payments.

If a family's only source of income was from wages and salary payments, family income would be equal to gross wages or salary received.

Exclusions From Annual Family Income - General

A Noncash income, such as food stamps or wages received in the form of food or housing.

B Imputed value of owner-occupied property.

C Cash welfare payments: Federal, State, or local welfare payments, such as AFDC, SSI, and Foster Child. (Any member of a family receiving cash welfare payments as a family or through an individual member, is economically disadvantaged. Wards of the state, including foster children, who receive aid from the state or local government shall automatically be considered economically disadvantaged.)

D Payments made to participants of employment and training programs, such as payments for training, work experience, transportation, and dependency allowances, including HEW funded college or vocational school work study programs. (Wages earned by participants in the Senior Community Service Employment Program (SCSEP) are considered work experience earnings and are therefore not included in determining JTPA eligibility.)

E Capital gains and losses.

F One-time unearned income, such as the following examples (not intended to be an all-inclusive list, but designed to illustrate the conceptual framework of one-time unearned income):

1. Payments received for a limited fixed term under income maintenance programs and supplemental unemployment benefit plans.
2. One-time (or fixed-term) scholarship and fellowship grants.
3. Accident, health, and casualty insurance proceeds.
4. Disability and death payments, including fixed-term (but not lifetime) life insurance annuities death benefits.
5. One-time awards and gifts.
6. Inheritances, including fixed-term annuities.
7. Fixed-term workmen's compensation awards.
8. Terminal leave pay.
9. Soil bank payments.
10. Agriculture crop stabilization payments.

G Social Security Disability insurance.

H Payments for child support.

I Payments received under the Trade Readjustment Act.

J Federal, State or local unemployment benefits.

BEST COPY AVAILABLE

Form **6199**
(Rev. Jan. 1983)
Department of the Treasury
Internal Revenue Service

Certification of Youth Participating in a Qualified Cooperative Education Program

(For the Jobs Credit Under Section 44B)
(References are to the Internal Revenue Code)

OMB No. 1545-0244
Expires 12-31-84

Certification initiated by ☐ Employer ☐ Student ☐ School

Part I Qualified School Offering Cooperative Education Program

Name of school | Telephone number

Address (Number and street)

City, State, and ZIP code

School system

Part II Employer

Name of business | Employer identification number

Address (Number and street)

City, State, and ZIP code

Employer representative | Title | Telephone number

Part III Student

Name | Date of birth (month, day, year)—Student must be at least age 16, but not yet age 20 | Social security number

Address (Number and street)

City, State, and ZIP code

Student's first day on the job. (Must have been hired by you for the first time after September 26, 1978.) | Starting wage per hour

Dates of cooperative program of the student | Number of hours per week

From (date) to

Part IV Certification by the School *(See Instruction B for Definitions)*

I certify that the student named in Part III is a "youth participating in a qualified cooperative education program", the school named in Part I is a "qualified school"; and the cooperative education program of the school in which the student is enrolled is a "qualified cooperative education program." I also certify that the student has been determined to be a member of an economically disadvantaged family by an office of the State Employment Security Agency.

Name of certifying officer (type or print) | Title

Date

Signature ▶

Part V Signature of Employer *(See Instruction C)*

I certify that this information is correct and true to the best of my knowledge. This form is for obtaining the benefits of the Jobs Credit under section 44B. I understand that my credit for employing the student named in Part III will end if this certification becomes invalid.

Date

Signature ▶

For Paperwork Reduction Act Notice, see back of form.

Form **6199** (Rev. 1-83)

Instructions

Paperwork Reduction Act Notice.—We ask for this information to carry out the Internal Revenue laws of the United States. We need it to ensure that taxpayers are complying with these laws and to allow us to figure and collect the right amount of tax. You are required to give us this information.

A. Purpose of Form 6199

For an individual to qualify as a youth participating in a qualified cooperative education program (as defined in B below), a qualified school must certify in writing that the student meets the conditions in B(1) below. The school may meet the certification requirement by completing Form 6199. The certification allows the employer named in Part II of Form 6199 to claim the jobs credit for qualified wages paid or incurred to the student named in Part III of the form.

The school must prepare Parts I through IV of Form 6199 in duplicate. The original of the form is given to the employer and a copy is kept by the school for its records.

B. Definitions

(1) Youth Participating in a Qualified Cooperative Education Program.—The term "youth participating in a qualified cooperative education program" means any individual who meets the following conditions:

(i) is age 16 but not yet age 20, and

(ii) has not graduated from a high school or vocational school, and

(iii) is actively pursuing a qualified cooperative education program, and

(iv) is a member of an economically disadvantaged family.

(2) Qualified School.—The term "qualified school" means:

(i) a specialized high school principally for vocational education,

(ii) the department of a high school principally for vocational education, or

(iii) a technical or vocational school principally for vocational education of persons who have completed or left high school.

A school which is not a public school is a qualified school only if it is exempt from tax under section 501(a).

(3) Qualified Cooperative Education Program.—See section 51(d)(8)(B) and the related regulations for the definition of a qualified cooperative education program.

(4) Members of Economically Disadvantaged Families.—An individual is a member of an economically disadvantaged family if the designated local agency (State employment security agency) determines that the individual was a member of a family which had an income during the 6 months immediately preceding the earlier of the month in which the determination is made or the month in which the employee is hired, which, on an annual basis, would be 70 percent or less of the Bureau of Labor Statistics lower living standard.

C. Instructions for Employer

(1) The qualified first-year wages or qualified second-year wages paid to the employees certified as youths participating in a qualified cooperative education program are reported on IRS Form 5884, Jobs Credit.

(2) On receiving this form from the school, the employer must sign Part V certifying that the information on the form is correct before he or she can claim the jobs credit for wages paid to the student named on the form. The employer must keep Form 6199 for tax purposes.

(3) For more information on the jobs credit, see Publication 906, Jobs and Research Credits.

*U.S. Government Printing Office: 1983—421-166/236

9

Safety and Health

BEST COPY AVAILABLE

Safety and Health

Introduction

Safety and health is a joint responsibility of the coordinator, employer, and student learner.

The coordinator's responsibility for student safety begins with the pre-interview and screening process of prospective employers. A Child Labor Law checklist should be used to insure uniform and safe job placements. This includes a check on environmental conditions such as the floor composition, air quality, and neatness and cleanliness of work stations. It also entails a safety check on machinery and equipment used at the job site.

The coordinator is responsible for devising and sharing safety materials with each employer. A training and safety handbook for employers should explain the strategies and instructional methods for teaching youth. The handbook should also cover tips on understanding the student mind and personality and methods for providing role-models. Remember that the majority of these students will have no prior work experience. Therefore, the employer has the advantage of "grooming" the student worker to his or her benefit. As part of students' training, employers can have them observe a safety conscious, skilled employee and perform and practice all tasks under close supervision until they can be completed safely and efficiently.

The coordinator and employer should also provide a written description of what the student learner can or cannot legally do. The American National Standards Institute has developed the following list of hazards:

- prime movers (fans, pumps, compressors)
- power driven machines
- elevators
- conveyors
- boilers and pressure vessels
- power transmission vehicles
- electrical apparatus
- hand tools (knives, files, axes)
- chemicals
- highly flammable or hot substances
- dust
- working surfaces

In addition to making students aware of hazards, the use of safety equipment, such as goggles, safety shoes, aprons, gloves, and safety shields on knives, should also be stressed. The training checklist and training plans need to include daily supervision assignments, the sequence of new job tasks to be introduced, and the labor law and safety guidelines checklist for each task.

Classroom Safety Instruction

Efforts to coordinate classroom instruction with actual on-the-job training should include a large variety of sources. Coordinators should use or consult speakers from the business community, safety materials provided through company or business safety programs, and texts, pamphlets and audio-visual materials.

Instruction must be on-going throughout the school year. There are several key areas to be incorporated within instruction. Coordinators need to focus on proper attitudes, including the use of safety equipment. For example, students should be taught not to be so concerned with how they look in goggles and helped to develop correct work habits from the start.

Students should also be schooled in proper behaviors such as working defensively and remembering that they don't know it all. It's also important to teach students not to distract others while working. Curriculum should definitely include classes on how the emotional state influences on-the-job safety. The reasons and rationale for forbidding drugs and alcohol should also be covered.

Resources and Activities

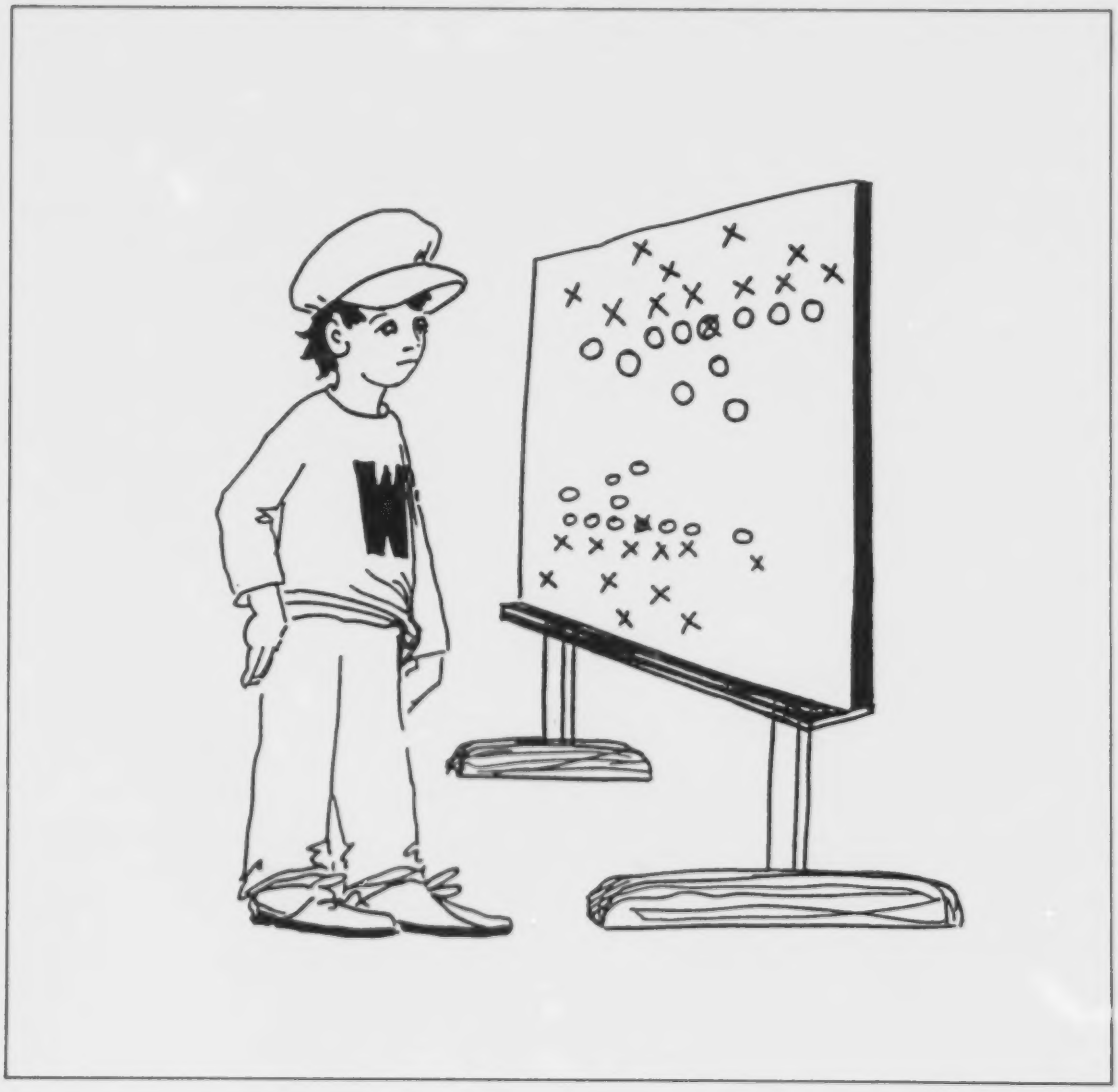
Coordinators can make health and safety classes come to life by using speakers from large and small companies or businesses, including unions with safety divisions and representatives from state or county labor law divisions. Pamphlets or materials developed by various companies and organizations can be valuable classroom handouts on this topic.

Students themselves can develop training and safety handbooks or checklists and participate in field trips to observe on-site safety features of various companies. They can also research Labor Laws connected to various real or mock job situations.

Information and rules on Wisconsin's minimum wage and child labor laws are available from James L. Stelseh, Director, Equal Rights Division, Labor Standards Bureau, Department of Industry, Labor and Human Relations, 201 East Washington Avenue, P.O. Box 8928, Madison, Wisconsin, 53708. Phone: (608) 266-6860.

10

Strategies to Minimize Problem Areas



Strategies to Minimize Problem Areas

Introduction

Disadvantaged youth, involved with work experience programs, often pose a variety of problems and need assistance in developing problem solving techniques. These problem areas may be both varied and complex and include:

- family
- peer group
- law violations
- drugs and alcohol
- school motivation
- student-teacher relationships
- failure to meet job obligations

Developing communication and listening skills appears to help students offset problem areas.

Problem Solving

A work experience coordinator must work closely with each student and must have a working knowledge of various problem-solving approaches. Problem solving can include a force-field analysis approach to problem solving. Using this approach, coordinators would implement the following steps.

Identify and clarify the problem. State the problem in such a way that it appears solvable. Make sure the student owns the problem. Have the student state the problem concretely. Break the problem down into workable units.

Establish priorities in choosing problems for attention. Choose problems that are under your control. Give some priority to pressing problems and crisis situations. Choose some problem that can be handled relatively easily and which, if treated, will bring about general improvement. Move from less severe problems to the more severe.

Establish workable goals. State the goal in a way that makes it workable, possible to achieve. Make sure the student owns the goals. Have the student state goals concretely. Break down each goal into workable units.

Take a census of the means available for achieving established goals. List all the forces keeping you from your goals. List all the forces helping you to reach your goals. Underline the forces in each list that seem most important right now. List all possible action steps for each underlined force that could reduce or eliminate negative forces and enhance positive forces.

Choose the means that will most effectively achieve established goals. Help students choose actions that are in keeping with their personal values. Help students choose practical means that have a high probability for success. Help

students order action programs so that they move gradually and systematically toward their goals.

Establish criteria for the effectiveness of action programs.

Use chosen means to achieve established goals.

Review and evaluate the student's progress.

If the problem is too complex or involves an area with which coordinators are either uncomfortable or have no training or experience, outside resources should definitely be consulted. Guidance clinics, drug and alcohol centers, the school psychiatrist, medical personnel, and court in-take workers are all sources of help for special problems.

Potential Problem Areas

Teacher-coordinators work with many groups of people -- students, employers, supervisors, parents, advisory committee members, and administrative and school personnel. In reality, problems involving the program will arise as the work program progresses. Anticipation of the kinds of problems and questions that may surface aids the teacher-coordinator in arriving at more equitable decisions. A list of typical situations are listed below. Would you be prepared to handle these?

- If it is necessary to terminate employment of a student, how do you handle the employer, the student, and the parent?
- Could you be held liable for any of your actions as a coordinator?
- Can you justify coordination time and account for your activities during coordination time?
- Will you know how well your students are doing in other classes?
- What do you do if an employer requests that a student be allowed to work eight hours next Wednesday?
- What do you do if a student quits his/her job without permission?
- How could you convince prospective employers that they can afford to pay students for on-the-job instruction?
- How can you guard against sacrificing quality for quantity, hoping numbers will impress the public or administration?
- What do you do if an employer does not follow through on the training agreement?
- How do fluctuating economic conditions affect work programs and how can you prepare for it?
- What do you do about students who feel they are too sick to attend school, but not too sick to go to work?
- How do you convince an employer to hire a minor at no less than minimum wage when adults can be hired for the same wage?
- How can you help the student who has experienced unlimited success in the classroom, but is unsuccessful on the job?
- How do you explain to students why some of their classmates may be receiving higher wages?

- How do you react to a prospective employer who has had an unfavorable past experience with high school students?
- Are all your students honest?
- Do your students keep information confidential?
- What should you do with a student involved in extracurricular activities that would interfere with the hours for work?
- Can you justify accepting students you have admitted to your program while rejecting other students who might be just as worthy?
- How do you deal with a staff member who doesn't believe in your program?
- how do you answer a person who says all students should be in school all day?

Running an effective program also means being ready to respond to students who are in situations they find difficult to handle.

How would you handle the following problems?

A problem at home. A mother phones the coordinator and asks for help. She says, "My boyfriend and I have been having problems regarding John's (the student's) lack of responsibility at home and the late hours he has been keeping. We have had many arguments and can't do a thing with him. He trusts you. Would you please talk with him?"

The coordinator discusses the problem with John only to find out that John dislikes the "pushy" boyfriend. John's version of the arguments differs from that of the mother.

A problem at work. A WECEP student informs the coordinator that another, older employee has been hassling her. She states that this older student makes fun of her and gives her all the bad jobs. To make matters worse, this other employee is the nephew of the owner.

A problem with a social service agency. A social worker, who is working for a city agency, telephones the coordinator and requests background information on the school adjustment and educational progress of a student client. Because the social worker is a professional, the coordinator shares progress notes and the coordinator's file notes. A few days later the student charges into the WECEP office and says angrily, "Why did you tell them everything about me? It's none of their business. That was a hell of a thing for you to do!"

A drinking problem. A WECEP student says her father gets drunk about once a week and becomes extremely vicious. She says that last week he hit Billy, her seven-year-old brother, so hard that he chipped two of his teeth. She is very troubled by her father's behavior and wonders how it can be stopped. She adds that her father has frequently accused her of being an alcoholic. She admits that she has come home drunk after a few parties.

A drug problem. A WECEP student admits to being a daily user of marijuana but states that he has no problem and is still in control of his usage. The student

correctly states that both his school performance and his job performance have been excellent. Therefore, he doesn't see why what he does is anyone else's business.

Resources and Activities

In formulating ways to handle various personal student problems, coordinators can look for information on the topic of problem or crisis intervention. Social workers, drug and alcohol counselors, and school counselors are all potential sources for coordinators. For student involvement, coordinators can devise mock problem situations and require participating students to express how they would resolve the situation. This can be facilitated through small or large group discussions.

11

Program Evaluation

Program Evaluation

Introduction

Effective methods for program evaluation include developing formal and informal, short-term and long-range evaluation procedures. The overall process incorporates a means for devising and implementing program changes based upon the evaluation results.

Formal Evaluations

Work experience coordinators must maintain on-going program evaluations. This is done by assessing students individually and as a group at the end of each school quarter. It also includes monitoring staff support for the program and checking the ability of the program to maintain current employment sites and add new ones.

The comparative data used for these evaluations should be reliable and valid. A simple alphabetical list of employers and the number of students placed with each can be an accurate base for this kind of comparison. Statistics comparing one year's performance to another year's performance should be based on factors such as grades, student attendance, and disciplinary referrals. This data can be compiled in easy-to-read comparison charts and shared with staff and employers on a regular basis.

The following is an example of a progress report chart used in the Eau Claire work experience program.

Sample Progress Report

The following is an example of a progress report for the Eau Claire school system.

Student #	GPA		Absences		Disciplinary Referrals		
	Year 83-84	1st Qtr. 84-85	Year 83-84	1st Qtr. 84-85	Year 83-84	1st Qtr. 84-85	
101	.8	1.7	11	0	3	0	Not Working
102	1.1	2.2	15.5	1.5	2	0	Working
103	1.0	1.8	4.5	1.0	1	0	Working
104	1.2	2.0	18	0	2	0	Working

In addition to data from student performance, formal evaluations should include reviews by the advisory committee members, building administrators, students, parents/guardians, employers, and any other people or groups who are participating in the program.

These evaluations should be screened and analyzed carefully. Any program changes as a result of these evaluations should be made in accordance with a definite and well-defined plan of action.

Long-range, follow-up studies should be made every three to five years. To do these surveys, it will be necessary to keep accurate records for communication with former students. The coordinator should serve as a resource aid for follow-up studies. The actual studies should be conducted by an independent source who designs a form to determine how well the program met its goals and objectives for former students and secondary participants. The studies should seek responses from all major and secondary participants who were involved in the program.

Informal Evaluation

Informal evaluation demands total coordinator awareness of both verbal and non-verbal program appraisals. In these informal evaluations, the coordinator should consider all sources of appraisal as important. A degree of the support and success of the program can be judged by the amount of cooperation received from other staff and employers.

While negative comments about the program must be viewed with concern, remember that running a work experience program is a learning experience for both the coordinator and the students.

Activities

Students can develop models for evaluation forms as a part of their work experience classwork. They can then establish methods for using these forms and take part in mock evaluations where they analyze real or fictional work experience data to determine the degree of success of a work experience program.

Evaluation Forms

The cover letter and evaluation questions that follow are those used to gather information from students, former students, and employers. These examples can serve as a basis for schools who want to develop their own instruments.

Evaluation Cover Letter

To: Former WECEP Students

From: The Eau Claire Board of Education

RE: An evaluation WECEP

This year an effort is being made to evaluate Eau Claire's WECEP. As a former WECEP student, you are the most important part of this evaluation process. Your answers and comments will provide vital information for the improvement and continuation of this program. Your responses will be strictly confidential and will be included as a part of the total evaluation. Please answer honestly and openly.

The Eau Claire Board of Education asks for your cooperation with this evaluation. Please mail both the "Current Status Form" and the "Evaluation Form," in the enclosed envelope, before August 1. Thank you for your time and assistance.

Former Student Evaluation Form

Name _____

Current Address _____

_____

Telephone _____ Age _____ Sex _____ M _____ F

Circle year involved with WECEP: 1977-78 1978-79 1979-80 1980-81

Directions: Please select the most appropriate answer by placing the letter on the blank. If your answer is "other," please explain on the blank below that particular question.

_____ 1. Regarding high school, I . . .
- A. Graduated
- B. Am still attending (circle year: Sophomore, Junior, Senior)
- C. Quit school, but am working on a GED
- D. Quit school, but am planning on completing a GED
- E. Quit school and have no plans to continue my education
- F. Other _____

_____ 2. My current marital status is . . .
- A. Single
- B. Single with child
- C. Married
- D. Married with child

_____ 3. My present employment status is . . .
- A. Working full-time
- B. Working part-time
- C. Full time student
- D. Student working part-time
- E. Unemployed
- F. Other _____

_____ 4. My post secondary educational plans include . . .
- A. Currently attending technical school or university
- B. Planning to attend technical school or university
- C. An apprenticeship
- D. No desire to continue my education

_____ 5. I am currently receiving . . .
- A. Welfare
- B. Social Security payments
- C. Unemployment
- D. No assistance

Former Student Evaluation Form continued

Directions: Please answer Yes or No to the following group of questions. The space at the end of this section is for written comments.

	Yes	No
1. Did WECEP provide the motivation that enabled you to succeed the year you were in the program?	____	____
2. Was enough individualized instruction provided during the WECEP year?	____	____
3. Were the classes offered during your WECEP year enough to provide you with the background necessary to succeed the following year?	____	____
4. Did your WECEP year make a difference in your life to a point where it helped you succeed in fulfilling short- or long-range personal goals?	____	____
5. Have you benefited from the job related and life skills covered in the WECEP classroom?	____	____
6. Did the release time from school during WECEP make it more difficult to adjust to a full class schedule the following year?	____	____
7. Was the release time from school more important than the job itself?	____	____
8. Was the money you earned more important to you than any improvements you made in school during your WECEP year?	____	____
9. Was your WECEP employer fair and honest with you? In other words, were you treated like any other employee at the job site?	____	____
10. Have the skills you obtained working your ninth grade year helped you to locate or maintain other employment?	____	____
11. Could you have made it through school without any involvement or contact with WECEP? In other words, did you need a program like WECEP your ninth grade year?	____	____
12. Do you feel that you used the money you earned through WECEP wisely?	____	____

13. Did you use the money you earned to reinforce habits such as drugs or alcohol? _____ _____

14. Do you feel that your WECEP coordinator accepted you as an individual and worked to help you improve in school? _____ _____

15. If you had a problem at work, school, or home, did you feel free to talk with your coordinator? _____ _____

Please Answer the Following Questions Only if You Quit School Before Graduation.

1. Check the major reasons, up to three, that were contributing factors in your decision to leave school.

   _____ A. Peer group pressure

   _____ B. Drugs/alcohol

   _____ C. Classes too difficult or competitive

   _____ D. Didn't feel school was important

   _____ E. Pregnancy

   _____ F. Didn't feel wanted at school

   _____ G. Need for employment

   _____ H. Other _____

2. Do you feel that you would have been more successful in a high school program similar to WECEP? Yes _____ No _____

3. If you answered "yes" to number 2, check which features of WECEP you would have liked in a high school program.

   _____ A. Work release for school credit

   _____ B. WECEP coordinator attention or counseling (someone monitoring you)

   _____ C. Classwork on employability and life skills

   _____ D. Other _____

Employer Evaluation Form

The Eau Claire Board of Education is conducting a follow-up study and an evaluation of its WECEP program. As a current or past employer, you are an important part of this process. Your answers will help the coordinators become aware of the strengths and weaknesses of the current program and their job performance. Your comments are the foundation for moving toward a more effective operation.

We ask for your cooperation with this evaluation. Please mail this completed form, in the enclosed envelope, to the Board of Education before August 1. Thank you for your time and assistance.

1. How many years has your business participated in the WECEP program?
   _____

2. Approximately how many WECEP students have you employed during that time? _____

3. What time of day were the students employed?

   (Circle the letter or letters)

   A. Mornings
   B. Noon hour
   C. Early afternoon
   D. After school

4. If more than one time slot, which seemed to be the most successful?
   _____

Directions: Cross out the number on the line between 0 and 5, which indicates your viewpoint regarding that item. Zero represents a low viewpoint and five represents a high viewpoint. A comment section is provided after the items.

1.	Was the evaluation system of the student in your business adequate?	0	1	2	3	4	5
2.	Did you receive the evaluation forms far enough in advance to fill them out properly?	0	1	2	3	4	5
3.	Did you receive the assistance you needed from your coordinator with regard to students' work related problems?	0	1	2	3	4	5
4.	Did the coordinator make a satisfactory number of work visits?	0	1	2	3	4	5
5.	Did you feel adequately informed about labor regulations as they related to students?	0	1	2	3	4	5

6.	Did the coordinator provide you with enough information about the student before and during employment?	0	1	2	3	4	5
7.	Were you informed enough in advance about absent students to avoid causing major problems in your business?	0	1	2	3	4	5
8.	In your estimation, are 14- to 15-year-old students ready or prepared to work at a reasonable level of productivity?	0	1	2	3	4	5
9.	What is your overall evaluation of the WECEP concept? In other words, do you feel that a school release work program for junior high students, who are experiencing problems in school, is appropriate and justified?	0	1	2	3	4	5
10.	What is your overall evaluation of the coordinator's job performance as it relates to your needs as an employer?	0	1	2	3	4	5
11.	What is your overall evaluation of the coordinator's job performance concerning his or her involvement with WECEP students?	0	1	2	3	4	5

12. Comments: _____

_____

Current Student Evaluation Form

Please answer the following questions openly and honestly.

1. What units in class did you enjoy and find valuable? (Units are listed on back page.)

2. What units should be changed, and what would you suggest to improve them?

3. Did WECEP help you with your other classes? Please explain your answer. If not, please suggest ways or methods of coordinating the WECEP class with other classes.

4. Do you feel that your involvement with WECEP this year will help you in high school next year? Or, do you feel that being involved with this release program will make it harder for you to adjust next year?

5. Do you plan on graduating from high school? Please explain why or why not?

6. Did you find your experience on the job valuable, or was it merely an opportunity to escape from school with a chance to make some money?

7. Were your managers and co-workers fair and honest with you? Please explain.

8. How would you improve the program in areas such as transportation, hours, weekly reports, reporting to teachers in the morning, etc.

9. In general, what was your opinion of the WECEP program? Did it make a difference for you this year?

10. Was your program coordinator fair and honest with you? Did he or she make an effort to treat you as an individual, but yet treat everyone in class the same? Do you have any suggestions for his/her improvement?

12

Course Content Ideas

Course Content Ideas

Introduction

An employability skills curriculum is based upon pre-employment, employment, and post-employment skills. The following section will help each coordinator

- select realistic and applicable materials to teach employability and consumer education skills.
- effectively use communities as sources for curriculum materials and resources.
- devise realistic and comprehensive lesson plans enabling each student to have a genuine chance for success.
- develop activities and select materials that correspond with individual reading levels in a specific class.
- develop a classroom personality and a teaching style to meet the special needs of disadvantaged youth and maximize the skills necessary for academic (school) success.
- develop a system that allows students to effectively combine part-time jobs with full-time school requirements.
- assimilate employability skills with other school subjects that are assigned to be taught, during that same school period, by the coordinator (for example, English/employability skills or social studies/work seminar).
- devise educational units which provide for an effective team teaching approach. (For example, in checking and savings accounts units a math teacher or bank representative works in conjunction with the coordinator.)
- understand that coordinators serve as role models for students and are responsible for the training of students' minds and personality/character development.

Choosing Materials and Resources

The selection of quality, applicable materials is essential for program success. A variety of curriculum sources, workbooks and textbooks, appears to be most successful and well-rounded. Materials should be at a reading level appropriate for the majority of the students. Each assignment should be analyzed for reading levels. It's a good idea to experiment by trying different reading levels before finalizing the selection of materials.

The community provides an excellent source of materials and resources for the work experience class. Making the best use of these assets involves identifying and describing the most useful ones and then deciding how they can best fit into the work experience curriculum.

For starters, coordinators can develop a list of speakers including personnel from Job Service, area vocational schools, large companies, banks, and utilities such as the telephone, gas, and electric companies. In addition, representatives from companies who market work experience materials may be available for classroom presentations.

Some often-overlooked community resources include community information services on housing, education, and consumer affairs. The library, hot line providers, community legal and financial counseling, and law enforcement services might also be useful in a work experience curriculum. In addition, there are often recreation, transportation, employment, and emergency services that students could use either as part of the classroom experience or in their personal lives.

Classroom Procedure

Work experience class should provide the same type of class atmosphere as other courses your students take. The class should serve as an organizational catalyst that carries over into other courses. Besides developing new and specific skills, the work experience classroom should be a place where students learn how to learn.

For maximum effectiveness, coordinators must be flexible. It's important to realize that the behavioral patterns and interests of the students are varied and challenging. Daily lesson plans may change quickly. Be prepared to deal with situations and topics on an immediate basis. Control of spontaneous situations sometimes provides great learning results.

Since coordinators serve as a role model, they must be organized and in control with the ability to keep their tempers in "pressing" or crisis situations. A sense of humor is a positive plus. Remember that the language coordinators use and the way they dress reflect an image. Attendance and punctuality also illustrate good, responsible habits that can be passed on to students.

In the academic area, assignments and homework should be regular and at an achievable level. Making a class remedial won't be helping the students . To make the class interesting and challenging, a variety of different activities should be used with each unit. Coordinators might try a traditional approach using an occasional nontraditional method by changing activities and "pace" every twenty minutes during class. They could also move around the room or use a large variety of presentation methods and media equipment. A good coordinator will evaluate each assignment and unit upon completion, and be certain that students are held accountable for their classroom behavior.

Course Content

In a well-designed work experience program, it is possible to coordinate work skills within another subject area. English and employability skills assimilate easily together. Application forms, speeches (interviewing skills), and resumes and letter writing can easily be incorporated into an English unit on communication skills.

Social studies courses can also be taught with dual units. Many work experience skills fit smoothly into social studies content. Behavioral and value objectives, career materials, employability skills, personal finance, and consumer economics can be included as part of this curriculum. American History, for example, can highlight key points of industrialization.

In addition to coordinating subject areas, courses could be split to provide variety: for example, history, three days and work skills, two days.

Participating students can benefit from a number of activities that allow them to help choose curriculum materials. They can develop critique forms for previewing curriculum materials and compile annotated lists of materials and resources. Students are also capable of developing an instructional unit and corresponding lesson plans on a given employability skills topic. With proper guidance, classroom materials or resources available from the community can be listed for future use. In addition, students can help devise appropriate classroom procedures and activities for special needs students.

It is important to remember the basic areas of curriculum development: goal exploration, self-image, pre-employment skills, employment skills, post-employment skills, and consumer economics and daily living skills when choosing resources and materials for a work experience course. The course outline that follows was used by Don Sneen at South Junior High School in Eau Claire.

Course Outline

This basic one-semester course of study for work experience students gives key points to cover. Audiovisual materials are available and can be obtained through the CESA-IMC or from Philip E. Lehrman, Director, Employment and Training Institute, University of Wisconsin System, P.O. Box 413, Milwaukee, WI 53201. In addition, a bibliography of work experience materials and a listing of resource people are included in this handbook. Audiovisual materials are available for the starred units and could be incorporated into other units as well.

Unit I. Introduction of program forms - 3 days

- A. Explanation of classroom procedures
- B. What is expected of a WECEP student
- C. Use of room and study halls
- D. Absences
- E. Filmstrip of local work experience program if available
- F. Students fill out all necessary forms

Unit II. Goal Exploration - 1½ weeks

- A. How to set goals
  1. Personal
  2. Comprehensive
  3. Realistic
  4. Specific
- B. Overcoming roadblocks to success
  1. Crystallize thinking
  2. Think in terms of success and visualize
- C. Verbal affirmations
- D. Getting the most from your time
  1. Setting priorities
  2. Controlling interruptions

3. Scheduling
4. Being prompt
5. Expanding your time
6. Getting involved
7. Doing it now

E. Developing a positive plan
1. Naming goals
2. Long range goals
3. Short range goals

Unit III. Job Leads, Job Sources, and How to Acquire a Job - 1½ weeks

A. Job Leads and Job Sources
1. Friends or relatives
2. Want ads - using at least three newspapers
3. Government employment agencies
4. Private employment agencies
5. Random application

B. Getting a Job
1. Start a business
2. Apply in person/pick up application and return at a later time
3. Write a letter
4. Go to school

C. Want ads
1. Words commonly used
2. Abbreviations
3. Samples

Unit IV. Job applications - 1 week

A. The application form as a test
1. Basic questions
2. Essay
3. Factual test of learning
4. Neatness counts

B. Parts of the application
1. General
2. Personal
3. Education
4. Employment history
5. Character references

C. Importance of Application
1. Stepping stone to interview and a job
2. Asks for interview at a later date

D. Resume
1. Chronological
2. Functional

Unit V. The interview - 2 weeks

A. Important points for an interview
1. Your appearance

2. Punctuality
3. Competence
4. Your attitude

B. Mock Job Applications and Interviews
C. Pointers on Interviewing for a Job
D. Preparing for the Interview
1. Have facts about yourself ready
2. Have paper
3. Learn about the job beforehand
4. Know your work records and references
5. Be ready to talk

E. Handout on why people fail in job interviews (included on p. 147)

Unit VI. What comes off your check - 1 week

A. Types of deductions
1. F.I.C.A. or Social Security
2. Federal Income Tax
3. State Income Tax
4. Medical Insurance
5. Charity
6. Savings
7. Union Dues

B. Why money is deducted from your pay
1. The law says it must be done
2. You agree to have it done

C. Understanding gross and net pay
D. Understanding the W-4 form

Unit VII. How to Keep a Job - 1 week*

A. Relations on the job
1. Boss
2. The public
3. Other employees

B. Job Survival
C. How you are rated on the job
D. Job benefits

Unit VIII. The Union

A. What is a union
B. History of unions
C. Advantages and disadvantages
D. Why a WECEP union (for schools who have a union)

Unit IX. Budgeting your money - 3 weeks

A. Savings
1. For future purchases
2. For security
3. For interest

B. Investing/Saving

1. Saving institutions
2. Savings bonds
3. Credit unions
4. Life insurance
5. Personal investment
6. Stocks and bonds
7. Real estate
8. Risks of investing

C. Checking accounts
1. Types of checking accounts
2. Making out a check
3. Check recording
4. Mock checking accounts

D. Budgeting
1. Cash on hand
2. Allowance
3. School supplies
4. Dues
5. Savings
6. Clothing
7. Food
8. Entertainment

Unit X. Consumer Protection - 2 weeks

A. Understanding consumer credit
1. The nature of credit
2. Types and costs of credit
3. How credit works
4. Why credit is used
5. The cost of credit
   a. Installment accounts
   b. Installment loans
   c. Annual percentage rate
6. Comparing cost
7. Credit rating - Credit Bureaus
8. Guidelines for using credit
9. Read before you sign
10. Obligations of creditor and debtor
11. Federal Truth-in-Lending Act

B. The Wise Buyer
1. What is a buy
2. Shopping around
3. Know the seller

Unit XI. Important Forms - 1 week

A. Employee's withholding exemption certificate
B. Application for group health insurance
C. Federal income tax withholding
D. Social Security application

E. Driver's license
F. Checking account application
G. Employment service application
H. Vocational School application form
I. Car loan application

Unit XII. Career Exploration *
A. Research careers
B. Interest tests (if not previously administered)
C. Oral presentation on career investigations

Unit XIII. Is Vocational School for You - 2 weeks
A. Vocational assessment test
B. What's available
C. Requirements
D. Cost
E. Time involved
F. Tour of school at the end of unit

Unit XIV. Job Services - 3 days
A. What are they
B. How do they operate
C. What will they cost
D. What is available
E. Where will it take me
F. Tour of Wisconsin Job Service

Unit XV. Understanding Taxes - 3 weeks
A. History of taxation
B. Taxes and the Federal government
   1. Forms - completing 1040A
   2. Advantages to short or long form
C. The State tax
D. Local taxes and the property owner
E. Sales taxes

Competencies

Educational Skills

School-to-work transition skills fall into several general categories. These include basic skills like reading, writing, and mathematics, as well as information processing, problem solving, and decision making skills. A good work experience program strives to make students competent in all these areas as they enter the workplace.

Students making the transition from education to employment need communication skills that allow them to speak clearly and articulately and use correct grammar. They must be able to give or follow directions clearly and accurately, communicate

effectively by telephone, and make accurate reports of what they observe in the workplace. Since it is often necessary for workers to interpret and/or request clarification of oral and written instructions or directions, it is necessary for the schools to help students develop the skills to do this.

In addition to the basic communication skills, good employees must have skills for dealing with on-the-job interpersonal relations. This means learning to judge the temperament, mood, and intent of others; interpreting nonverbal actions; criticizing without degrading or belittling; giving or accepting praise graciously; accepting criticism; and demonstrating tact and poise in stressful situations.

In addition to being a good communicater, a student must have basic reading skills to be effective in the workplace. These skills include the ability to read and comprehend newspapers, magazines, reports, and memoranda as well as being able to read and interpret advertisements, contracts, licenses, labels, directions, maps, catalogs, and signs.

While the student/employee uses reading skills to intake information, students also need to be able to express ideas and communicate in writing. This includes the ability to write legibly, use correct grammar and spelling, and competently prepare business and personal letters.

While it may seem at first glance that many jobs require few or no mathematics skills, in reality all workers need to be able to perform basic numerical calculations with whole numbers, fractions, and decimals. Even in the most routine job, workers should be able to calculate their own pay and number of hours worked. Business and industry further expect workers to be able to use metric measurements in calculations and conversions and to be adept at interpreting graphs, charts, and tables that apply to the workplace. Workers may also be called upon to use percentages, ratios, and proportions and to compare numerical values to determine ranges, averages, and other measurements.

In addition to basic skills, information processing, problem solving, and decision-making are also important in the world of work. With these skills, students are able to collect and organize the data they need for success using libraries, business bureaus, civic and government organizations, professional and fraternal organizations, and businesses. These skills also help students/employees in analyzing information, defining problems, and identifying possible solutions and alternatives.

Independent Living Skills

Since work experience programs are established to help students make the transition to independence, it follows that skills for living independently should be part of a work experience curriculum. These skills include managing personal finances, maintaining a residence, being a wise consumer, and having the ability to enter into basic business agreements.

Managing Personal Finances

Being a good money manager in today's society goes beyond being able to balance a checkbook or open a savings account. Young consumers need to be educated to get the most for their personal dollars.

A personal finance unit might include teaching students how to identify, evaluate, and use the services of banks, credit unions, and savings and loans. It would define the differences between these institutions and acquaint students with the variety of options available. These options include savings and checking accounts, direct deposit and automatic payment services, as well as financial counseling services.

As part of the study of banking, students should learn the methods and costs of borrowing money, including the types of loans, sources of loans, collateral, interest rates and how they affect payments, installment contracts, and the use of credit cards. In addition to the basics of money management, the personal finance unit would include preparing and maintaining a budget, establishing a credit record, and evaluating life insurance programs and policies.

Maintaining a Residence

A big part of becoming independent is living in your own apartment or house. Once students have an income, they are likely to be looking for housing. Being a wise housing consumer involves not only finding the right place to live but knowing how to read and interpret rental agreements and leases, obtaining renters or homeowners insurance, arranging for the services of utility companies and knowing the rights and responsibilities of being a renter or homeowner.

Units on housing should also include methods of calculating the cost of maintaining a residence and education on the requirements and procedures for sub-leasing a dwelling.

Being a Wise Consumer

When students begin making money they begin spending money, and it's important that they learn how to get the best buys for their dollars. A consumer unit should be structured to help students identify reputable and disreputable businesses and recognize deceptive advertising practices. A successful consumer unit provides students with the knowledge to select and purchase items like a car, furniture, and other personal property. Students will learn how to interpret sale prices, how to comparison shop, how to identify prices fixed by law, and how to calculate the unit price for food items. They will also be taught how to return defective merchandise to the place of purchase and how to locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businesses.

The consumer unit should also give students the basics on purchasing insurance for cars and should explain consumer laws, contracts, repossessions, and small claims

court procedures. Classroom instruction can also describe the differences between civil and criminal charges.

Work-Related Skills

Getting a job is only the first step toward a successful career. Students should be taught that succeeding in the world of work requires some thought and study on their part. For example, workers should be able to describe an employer's management structure and identify and evaluate the pay and benefit plans including merit raises (how to get them and when they are offered), health and dental plans, life insurance plans, credit unions, payroll deductions, education benefits, and company training. The employee who is looking for long-term employment should also know how to identify company career paths, have a knowledge of company rules and regulations, and understand the procedures for requesting a raise or filing a grievance.

Students should also be aware that they need to know about the employee's union including its structure, dues, policies, missions, meeting dates, and obligations. In addition, students should know about safety and emergency procedures on their jobs and be aware of on-site health care services.

Pre-Employment Skills

Preparing for the Interview

What to take along. The more organized and confident students are when applying for a job, the better their chances are for employment. Having all the necessary information is a prime concern at a job interview. Employers expect job seekers to have their name, address, telephone number, exact dates for former employment, dates of school attendance, names and addresses of previous employers, and personal references at the time of the interview. Employers may also ask the exact type of work performed, the reasons for leaving other employment, and what students liked best or least in past jobs . Students should also be prepared to talk about school, where they got their best grades, what subjects they liked, and what extracurricular activities they were involved in. One way of providing basic employment information accurately, concisely, and quickly is to compile a short resume and offer it to the employer.

In addition to the information included in a resume, employers like to have a social security number, military papers for veterans or workers of draft age, and any permits or licenses the job requires.

If students have prior experience and work samples, it may be helpful to take the samples to the interview to show the employer what they can do. As an added incentive to hire them, job applicants can provide written recommendations from previous employers or others familiar with their work.

What to Know about an Employer

Doing your homework pays off, not only in the classroom but on the job as well. Employers are impressed by job seekers who already seem to know a good deal about their firm. Students should be taught how to find out about a company for which they want to work. This includes finding out about the kinds of jobs available, the product or service the firm offers, and something about the employer as a person. As students research a company, they should be deciding on some good reasons they want to work there. Employers will often ask why people want to work for them in an interview and the better the answer, the better the chances of landing a job.

Dressing for the Interview

Personal appearance is very important to an employer. First impressions can enhance or endanger the chance of employment before an employer even sees your record or application. Imagine a group of applicants, all with the same qualifications and references, applying for the same job. The most appropriately dressed is sure to be chosen. The female applicant most likely to succeed will have her hair attractively but simply styled, be wearing subdued make-up, and will have a carefully groomed, businesslike look. This means leaving the frilly dress, mini-skirt, dangling jewelry, and loud colors at home. The successful male applicant will probably dress moderately in style and color including a clean shirt and a tie if appropriate. His shoes are shined, his clothing is in harmony, and his hair is neatly cut and combed and not worn in an extreme style.

Do's and Don'ts

The following set of guidelines can be used to help students learn the rules for effective, successful interviewing. Coordinators may want to use this as a pre-interview exercise or handout.

DO

- Have a good night's sleep before the interview.
- Be at least five minutes early for your appointment.
- Sit up straight, look pleasant, and smile.
- Answer all questions on the application form completely remembering that accurate spelling and good penmanship are important.
- Look the interviewer in the eye when you talk.
- Sell yourself. Ask for a specific job or type of work.
- Be flexible, but avoid saying, "I'll take anything."
- Stress your qualifications for the job and your interest in it.
- Let the interviewer take the lead in the conversation.
- Pick up clues from the interviewer's questions and use them to convince the employer that you fit the job requirements.
- Ask for the job if you want it.
- Understand what will be required of you before you are hired.
- Discuss wages realistically.

- Be ready to go to work, but show concern about giving notice to your present employer.
- Follow up the interview with a letter or phone call if the possibility for employment is left open and you are really interested in the position.
- Keep up your courage if the employer doesn't hire you.

DON'T

- smoke, chew gum, fiddle with your purse, or jingle coins or keys.
- inquire about salary, vacations, bonuses, or retirement until you are fairly sure you will be hired.
- flatly refuse a position. You may change your mind.
- take a second person, a friend or relative, to the interview.
- be discouraged if you don't get the first or second job for which you interview.

Why People Sometimes Fail to Get the Jobs They Seek

- Their appearance is not suitable for the work they are seeking.
- The wages they ask are unrealistic.
- They lack sufficient training for the work.
- They have an unbusinesslike attitude or behavior.
- They ask too many questions about the job, giving the impression of reluctance to do the work.
- They show extreme nervousness.
- They have an unfriendly manner.
- They fail to show up for an interview at the appointed time.
- They take a second person, friend or relative, with them when looking for the job.

Keeping Your Job

The ins and outs of keeping a job may seem automatic to veteran workers but they need explanation for new employees. This unit presents readings and typical job situations to which students can respond. Materials for the assignments are included here for your convenience and are certain to spark some spirited class discussion.

Assignments	Date Due	Completed
1. Read:		
Now That You Have That Good Job, How Do You Keep It?	_____	_____
Traits an Employer Looks For in an Employee	_____	_____
2. Complete Keeping your Job Worksheet	_____	_____

Now That You Have That Good Job, How Do You Keep It?

When it's time for a pay raise, when promotions are in order, or when dismissals are pending, you and your work will be evaluated. Here are some suggestions for success. As you review them, rate yourself on each point. The result should give you a clue to your employer's overall judgment of you.

1. Be punctual in reporting for work and absent only when it is absolutely necessary.

2. Dress attractively and appropriately at all times.

3. Be loyal. Critical remarks or gossip about your employer or supervisor will not increase your opportunities for advancement or even for continued employment.

4. Accept criticism without resentment and without alibis. Everyone makes mistakes. Learn by these mistakes and be sure that you do not repeat the same error.

5. On every job there are some assignments that are more appealing than others. Accept your share of disagreeable chores without complaint, without slowing down, and without loafing.

6. Be quit, unobtrusive, helpful, and considerate of the people around you.

7. Time is set aside for coffee breaks and lunch periods. Stay within these limits.

8. Personal phone calls should be made or received only when absolutely necessary.

9. When you are not busy offer to help someone else who is.

10. Company supplies and equipment cost money. Be thrifty and careful in their use.

11. Maintain a pleasant manner. Be cordial and responsive to your co-workers.

12. Social visits with other employees should occur only after or before working hours.

13. Every job is significant in a well-organized business. If there is any doubt about your job responsibilities, consult your supervisor. Ask questions until you understand completely.

14. Constantly strive for improvement in your job. Learn as fast and as much as you can.

15. Your speaking voice, your vocabulary, and your grammar can hinder your advancement. It is a never-ending challenge to better yourself in these areas.

16. Work hard and do the very best job you can.

17. Keep your personal problems to yourself.

18. The business community is constantly in a state of change. Stay flexible and adjust to the changes.

Traits an Employer Looks For

An employer looks at three kinds of traits when considering someone for employment. These are job keeping traits, promotional traits, and traits that could lead to discipline or termination. Job keeping traits include attendance, punctuality, enthusiasm, cooperation, and openness. Employers prefer people who share experience and ideas and accept direction easily. They also look for people who have a willingness to accept responsibility and who don't criticize past or present employers. People who are versatile and have more than one skill are also in demand. Communication skills, maturity, the ability to think ahead, and the willingness to change as needed are important. Employers also expect obedience to company policies and procedures and a commitment to doing the best job possible.

Productive, well-adjusted employees are cooperative and willing to take on additional work. They are enthusiastic, have confidence in the employer, and are considerate and helpful. Good workers are usually happy and stay longer. They do things with good humor, cooperation, and a tolerance for co-workers.

When considering an employee for promotion, managers look for a positive attitude toward work; the ability to quickly grasp and do the work assigned; the ability to get along with supervisors, co-workers, and the public; positive leadership ability; a positive work record and evaluation as well as a willingness to accept responsibility and extra assignments. Seniority may also play a part in promotions but the well motivated, innovative, self-starter has an excellent chance for advancement.

While all of the preceding traits can help people advance in their jobs, there is also a set of traits that can lead to an employee's discipline and/or termination. These include theft; drinking; complaining about or inability to get along with the company, supervisor, co-workers, or the public; laziness; failure to complete work assignments on time; absenteeism; tardiness; poor attitude; violation of company rules and policies; doing incomplete or shoddy work; and being undependable.

Keeping Your Job Worksheet

Cooperation. The employer who pays your salary has a right to expect your full cooperation. This means that you are cooperative with everyone with whom you work including your boss and everyone else with whom you come in contact. One of the best ways to show your cooperation is to offer to help other employees if your duties are completed. In many companies there are certain tasks that nobody likes to do. The employee who is willing to take a turn at these tasks will make a good impression and

also gain the cooperation of fellow workers. With these facts in mind, how would you react in the following situation?

A number of customer complaints about poor service by sales clerks were made to the manager of a small department store. Most of the complaints mentioned situations taking place between noon and 1 p.m. Since experienced sales clerks got their choice of lunch hours, most went to lunch between noon and 1 p.m. leaving the newer, inexperienced clerks to handle customers during this time.

Customer traffic is particularly heavy during the noon hour so the manager requested that all employees be on the floor during this time each day. Consequently, lunch hours were to be taken only between 11 a.m. and noon or 1 p.m. and 2 p.m.

Barbara took a lunch hour at noon since beginning work in the store six months ago. Because she usually had lunch with a friend, Barbara continued leaving at noon. The manager noticed this and warned her that if it occurred again her services would no longer be needed. Barbara, thinking she had "earned" the right to a noon lunch hour, felt the manager was being unfair.

Does Barbara have a right to continue taking a noon lunch hour? Why or why not?

_____

_____

How could this disagreement have been avoided?

_____

_____

Since the disagreement did occur, what can be done to solve it?

_____

_____

Honesty. Employers expect workers to be honest with them and with the company. Being dishonest on the job can take many forms. Stealing time is probably the most costly form of dishonesty in business. One way of stealing time is coming to work a few minutes late every day. Some workers cheat employers by stopping work before the end of the work day. If the hours of work are 8 a.m. to 5 p.m. you should be on the job a few minutes early so that you will be able to actually start at 8 a.m. Your employer will expect you to continue working, except for breaks and lunch, until 5 p.m. Your time during working hours belongs to your employer. Stealing this time costs the company money that might be used in part to increase salaries or otherwise benefit you. With this in mind, how would you handle the following situations?

Sam, 19, was a bookkeeper for a local service station. He was recently hired for this job, and the employer decided to test his honesty. The employer placed 35¢ extra in the cash register to see what Sam would do about it. Sam decided to keep the 35¢ for himself because the register was "over." He knew that he should record it in the "cash short and over" ledger, but he was dishonest. His employer fired him. He felt that if Sam would take a small amount now, he might take a larger amount later.

Do you think that Sam was dishonest? _____

Do you think that Sam's employer was justified in firing him? Why or why not?

_____

_____

Linda and Susan are secretaries in large corporation that manufactures space vehicles. Linda always arrives at work 10 to 15 minutes late and then goes to the ladies' room to put on her makeup. She finally gets to her desk about 8:30. Susan always arrives at her desk promptly at 8 a.m. and begins her work. Even though Linda has better secretarial skills than Susan, Susan got a raise when it came time for salary review and Linda did not.

Do you think Linda's employer had a right to hold back her raise for being late? Why or why not?

_____

_____

If you were Linda, what would you do to improve your chances of getting a raise next time?

_____

_____

Another form of dishonesty on the job is stealing company property. In one case, a young man regularly used the office postage stamps for his personal letters. He was not fired but when it came time for selection of a new office manager, he was passed over mainly because of the dishonesty he showed by stealing stamps. Other employees have actually been fired for stealing supplies.

Initiative Employers have a right to expect you to complete duties you are given. Then, if you have not been told what to do next, look around to see what needs to be done, and do it. Of course, you must use good judgment. Do not attempt to do work for which you are not qualified

A girl who just graduated from high school was hired as a secretary. She was a charming girl and a good typist but she had never learned to use initiative. When she completed tasks she was given, she sat and read a magazine. There was other work that could be done, but she did not do it unless she was told exactly what job to do. Such constant supervision required so much of her boss' time that he could not get his own work done. He discussed the problem with her on two occasions, but had to fire her because she was not able or willing to change. The next person hired kept busy and required little supervision.

Exercising initiative is probably the best way to show your employer that you are capable of accepting greater responsibility. This often leads to a promotion and salary increase. If you never do any more than you get paid for, you will never get paid for any more than you do. The following situation addresses the topic of initiative.

Maime, age 17, was a waitress at a bus-stop restaurant. When the buses were in, all the staff was very busy waiting on customers. After the buses left, most of them sat down to drink a coke, eat, or just relax. Maime never sat down on duty. She kept busy cutting up lemons for tea or filling napkin holders and salt and pepper shakers. She could always see what needed to be done, and she did it. The restaurant manager noticed her initiative and gave her a $2 per shift raise.

If you were Maime's boss, would you have given her the raise? Why?

_____

_____

Do you believe that time seems to pass faster when you are busy?

_____

_____

Initiative is not always rewarded with an immediate pay raise. If you felt that no raise in pay was forthcoming, would it still be worth the effort to look around to see what needs to be done and do it? Why or why not?

_____

_____

Willingness to Learn. Employers expect workers to learn the way things are done in their company. This is usually not as much a problem for a young worker as for the person who has worked for years and developed an individual way of doing things. However, it is worth a special effort for employees to show an eagerness to learn everything they can about their job and the company for which they work. Those who are promoted to jobs with greater responsibility and higher salaries are usually workers who have taken the trouble to learn more than just their own daily tasks. The following situation shows the benefits of being willing to learn new tasks.

Mary was a clerk/typist in a large employment agency. Her typewriter used carbon ribbons which needed changing every few days. She always asked one of the other workers to change the ribbon and they began to resent it. Mary was unwilling to learn how to change her typewriter ribbon because she did not want to get carbon smudges on her hands.

How would Mary benefit by learning to change the ribbon herself?

_____

_____

If you were an employer, what would you do about an employee who was not willing to learn a routine task such as this one?

_____

_____

Willingness to Follow Directions. When you are given directions about how to do your work, you are expected to follow them exactly. Sometimes you may not understand the reason for doing things a certain way, but your employer or supervisor has a reason. Do the work as you are directed. After you have worked on the job awhile, you may suggest other ways of doing certain tasks if you think your ideas will be well-received. Remember that as a new worker, you may be resented for making suggestions even if they are good ones. Consider the following situation as an example of what could happen.

Susan, 18, is a statistical typist for a local accounting firm. Her employer gives her directions on how he wants the charts typed each time he gives her a job. Sometimes Susan changes the format slightly, thinking her way is better, only to have the work returned to be retyped. After spending two days retyping a piece of work, her employer warned her that if she failed to follow directions again, he would have to let her go.

Suppose that Susan's way is better than her employer's. Should she still do it his way? Why or why not?

_____

_____

Dependability. An employer counts on workers' being on the job every day and arriving on time. Those who come to work late – even if they are not fired – are resented by workers who do come to work on time. Thus, the worker who is not dependable will also find it difficult to work cooperatively with fellow employees. An ill employee should call in before work would normally start. Many workers lose their

jobs because they do not take time to call employers when they must be absent due to illness. Knowing these facts, how do you feel about the following situation?

The Home Improvement Center hired Arnold part-time to stack lumber, make deliveries, and assist wherever needed. His duties for a particular day were not usually known ahead of time. He was given directions each afternoon when he reported for work. Last Tuesday he was stacking lumber. When he finished the job early in the afternoon, his boss told him he could take off early because everything seemed to be caught up. The next day Arnold did not show up for work at all. When he came in on Thursday, he was fired. It seemed that on Wednesday morning the Center had made a lot of sales which were to be delivered that afternoon. Since Arnold did not show up or call in, the manager hired another boy to make the deliveries.

Was the manager unfair to Arnold? _____

Suppose Arnold was ill on Wednesday, what could he have done to save his job?

_____

_____

Enthusiasm. The best employees are those who like their work and show enthusiasm for it. You are fortunate indeed if you find everything connected with your work interesting. When others ask you how you like your new job, tell them the things you like about it. By concentrating on the positive, the things you like, you will find the total job more interesting. When you are interested in and enjoy your work, life itself is more interesting and enjoyable. How would you react to the following?

Maggie has just completed high school and has her first job as a receptionist in a savings and loan company. She is extremely enthusiastic about her job and smiles at everyone who comes into the bank. Many people stop to chat with her just because she seems to be friendly. She looks forward to going to work every morning and is sorry when her workday is over. Maggie can hardly wait to get home each night to tell her family and friends about the interesting and exciting things that happened.

Do you think Maggie's enthusiasm will help make her a happy person? Why?

_____

_____

Acceptance of Criticism. Criticism is necessary. It is the way in which the employer lets you know how the job is expected to be done. Your employer will expect you to accept criticism with a smile and improve because of it. Regardless of how you may feel when another person criticizes you, you will be better off if you appear to take it good naturedly. When a friend's criticism is off base, it may be all right to laugh it off. If it is connected with your work, however, it is best to take your critic seriously and thank him or her for the attempt to help you.

Accepting criticism is more than just listening politely. It means making use of the criticism. Think about your critic's remarks after you are alone and try to see how they can help you become a better worker. Of course, there are employers and supervisors who are unfairly critical; and there is nothing you can do about the boss' bad temper except quit if it is too difficult a work situation. You must be able to take it; you cannot lose your temper. Regardless of how a criticism was meant, it will be constructive or destructive depending upon how you use it. The following scenarios will give you an idea of how employers feel in these situations.

Nancy was a bookkeeper in a bank. She was a good worker, always arrived on time, and almost never missed a day of work. Nancy's problem was that she could not accept criticism and benefit from it. On several occasions she made incorrect entries on her records. She was told by her supervisor that she must give more careful attention to certain details of her job. Each time this happened Nancy would sulk, not speaking or smiling for the rest of the day. This placed the supervisor under a severe strain because it was difficult to criticize Nancy's work even when it was obviously necessary. Nancy was "let go" because it took too much of her supervisor's time figuring out how to approach Nancy without hurting her feelings.

How could Nancy have helped keep her job?

_____

_____

Jack was a checker in a large grocery store. He was a good worker, very dependable, and never late. However, he made at least one mistake a day on his cash register receipts because he tried to ring up the groceries too fast. The manager became weary of seeing notes in Jack's cash register each day explaining these errors, so he suggested that Jack slow down a little and try to be more accurate. Jack became very upset and quit his job because he could not accept constructive criticism.

If you were Jack, what would you have done?

_____

_____

Loyalty. You have probably heard it said that you should not bite the hand that feeds you. This is certainly true in your relationship with your employer. You may not agree with everything your employer does or with some of the company policies, but you must not complain to your friends or try to "run down" the company which pays your salary. Employers expect their workers to keep confidential those things that pertain to the business. Remember that just as none of us is perfect as a person, neither is any company perfect. Consider the following.

"I don't like working for Mr. Jones," Joan said to her friend Lynn one day at lunch. "I'd rather work for Mr. Baxter; at least he takes interesting cases."

A lady at the next table overheard the conversation and, since she was a friend of Mr. Jones' wife, could hardly wait to tell her what she had heard. Mrs. Jones promptly told her husband, and the office atmosphere became very strained.

Could this situation have been avoided? How?

_____

_____

Other Activities

Mock Job Application and Interview

Directions: Select one of the six part-time job offerings listed below by placing an "X" on the blank. Then rewrite the ad by changing each abbreviation into the word which it represents. Finally, fill out the application from job service, p. 158 for the position which you have selected.

_____A. **Wanted**: P/T service station attendant to complete nec. maintenance and clearning duties. Majority of time will be spent pumping gas. Must be gd. with numbers and able to make change correctly. Ref. nec. 4 hrs. per d. 5 D. per wk. $3.00 an hr. Apply in person: Heller's Standard, 234 Petroleum Avenue, Eau Claire, WI. An Equal Oppty. Employer.

_____B. **Needed**: Responsible person to work as P/T waitress. Exp. preferred, but will train begnr. Exc. benefits. Must be able to work from 3:00–6:00 p.m. and every other weekend. Ref. nec. Salary – $200 per mo. plus tips. Apply in person: Hiccup Restaurant, 126 Second Avenue, Eau Claire, WI. An Equal Oppty. Employer.

_____C. **P/T Sales**: Well-groomed person needed to work in fishing and fire-arms dept. of major sporting goods store. No exp. nec., but must possess an interest in fishing and hunting. Will train to wk. with merchandise. Hrs. 3:00–7:00 daily and every other Sat. 8:00–5:00. Hosp. and Ins. benefits plus vacations. $3.50 per hr. Send resume to: Prange Co. 260 Johnson Ave., Eau Claire, WI. An Equal Oppty. Employer.

_____D. **Maintenance**: Reliable caretaker for general yard and lawn work. Exp. nec. Must be able to safely operate equip. such as lawn mowers, snow blowers, and hedge trimmers. Good Sal. 3:00–6:00 daily incl. Sat. Ref nec. HSG preferred, but will consider younger person. Apply: Memorial Hospital, 1818 Medicine Lane. An Equal Oppty. Employer.

_____E. **Wanted**: Young person to work P/T with 3–4 yr. old children at local day care center. HSG preferred, but will consider younger person. Exp. as babysitter helpful. Ref. nec. Need own Trans. Exc. benefits 5 D per wk. 3:00–5:00 daily. No Sat. Salary: $150 per mo. Apply at Johnson Employment Agcy., 1723 Kid St., Eau Claire. An Equal Oppty. Employer.

DEPARTMENT OF INDUSTRY,
LABOR AND HUMAN RELATIONS

WORK APPLICATION

JOB SERVICE

Company Name _____ Date _____

PLEASE PRINT OR TYPE ALL INFORMATION

LAST NAME	FIRST NAME	MIDDLE

APPLICATION FOR POSITION OF	DATE AVAILABLE

WHAT HOURS ARE YOU **NOT** AVAILABLE TO WORK? (AM OR PM)	WHAT DAYS ARE YOU **NOT** AVAILABLE TO WORK? ☐ Monday ☐Tuesday ☐Wednesday ☐Thursday ☐Friday ☐Saturday ☐Sunday

Please indicate which types of employment interest you (Check more than one box if you wish):
☐ Permanant (Full-Time) ☐Permanent (Part-Time) ☐Temporary (Full-Time) until ☐Temporary (Part-Time) until

PRESENT ADDRESS – Number Street, City, State, Zip	HOME PHONE (Include area code)
MAILING ADDRESS – (If different from above) Number Street, City, State, Zip	BUS. PHONE (Include area code)

1.) Do you have access to a car (For some positions, a vehicle is required)? . . . . . ☐YES ☐NO
2.) Do you have a valid driver's license? . . . . . ☐YES ☐NO
3.) Are you at least 18 years of age and under 70? . . . . . ☐YES ☐NO
4.) Are you a U.S. citizen or do you have an entry permit which allows you to work? . . . . . ☐YES ☐NO

EDUCATION AND TRAINING

Circle the highest grade or year completed in school: 1 2 3 4 5 6 7 8 9 10 11 12	DO YOU HAVE A GED EQUIVALENCY? ☐ YES ☐ NO	NAME AND LOCATION OF HIGH SCHOOL

TRAINING BEYOND HIGH SCHOOL (College or University, Nursing, Business College, or other schools you have attended.) Under credits earned, indicate Q for Quarter Hours and S for Semester Hours.	Circle the number of years in College or University 1 2 3 4 5 6 7 8

NAME AND LOCATION	Dates Attended From	Dates Attended To	Credits Earned	Major Field	GPA /Base	Degree Conferred and Year

Describe any education or training you have had which is not covered above, such as vocational school, correspondence courses, service schools, in-service training, or volunteer work which you feel is relevant to the job or jobs for which you are applying. Also include relevant licenses or certificates. (Be specific)

FOR SOME POSITIONS, IT MAY BE REQUIRED THAT EMPLOYEES POSSESS CERTAIN PHYSICAL CAPABILITIES. CHECK THE APPROPRIATE BOXES BELOW, WHICH YOU FEEL REFLECT THE PHYSICAL ACTIVITIES IN WHICH YOU CAN ROUTINELY ENGAGE WITHOUR HARM TO YOURSELF OR FELLOW EMPLOYEES. PLEASE BE ASSURED THAT A NEGATIVE ANSWER WILL **NOT** DISQUALIFY YOU FROM CONSIDERATION.

1) LIFTING ☐ 25 lbs. or less ☐ 75 lbs ☐ 50 lbs ☐100 lbs. or more

2) DO YOU HAVE DIFFICULTIES ☐Bending or Stooping? ☐Standing for long period of time? ☐Climbing? ☐Working in temperture extremes?

3) LIST ANY PHYSICAL LIMITATIONS WHICH YOU FEEL MAY RELATE TO THE WORK FOR WHICH YOU ARE APPLYING

4) HAVE YOU BEEN CONVICTED OF ANY VIOLATIONS OTHER THAN MINOR TRAFFIC VIOLATIONS? ☐YES ☐NO

5) FOR WHAT HAVE YOU BEEN CONVICTED, WHEN, AND WHERE? _____

IF THERE WERE EXTENUATING CIRCUMSTANCES, OF WHICH WE SHOULD BE AWARE, PLEASE STATE ON DILHR JSD 5012.
(Existence of a criminal record does not constitute an automatic bar to employment)

BEST COPY AVAILABLE

WORK EXPERIENCE: Provide a complete description. This information will be used to determine if your application is accepted. Be specific. Start with your most recent job. BE CERTAIN TO INCLUDE SERVICE IN THE ARMED FORCES. For part-time work, show the average number of hours per month. Indicate any changes in job title under same employer as a separate position. You may also attach a separate sheet (DILHR JSD 5012) with additional information.

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one: ☐ Monthly Salary ☐ Hourly Salary — Beginning: $ Ending: $

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one: ☐ Monthly Salary ☐ Hourly Salary — Beginning: $ Ending: $

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one: ☐ Monthly Salary ☐ Hourly Salary — Beginning: $ Ending: $

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one: ☐ Monthly Salary ☐ Hourly Salary — Beginning: $ Ending: $

MAY WE COMMUNICATE WITH YOUR PRESENT EMPLOYER? ☐ YES ☐ NO

REFERENCES

NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE

Please list any organization to which you belong or have belonged and any honors or awards you have recieved that you regard as relevant to the job or jobs for which you are applying: _____

SIGNATURE: _____

BEST COPY AVAILABLE

Values Auction

A Values Auction is a fun activity to assist students in identifying values. To set up an auction, tell students they each have $1,000 to spend. You will be the auctioneer. Auction off the 25 items that follow or make up your own. Students bid for the items of importance to them.

Values to be Auctioned

1. Working in a city where you've always wanted to live.
2. Being nationally-recognized in your field.
3. Working in the wilderness.
4. Earning at least $25,000 a year.
5. Having the respect of your family.
6. Working around attractive men or women.
7. Having your picture in the paper because of your work.
8. Having the president call on you for advice.
9. Having your own fancy office.
10. Being able to work with your friends.
11. Being able to lead or help people from your own community.
12. Having the security of a certain job.
13. Meeting a lot of interesting people through your job.
14. Being able to take long vacations.
15. Being in charge of a company.
16. Being able to travel a lot because of your job.
17. Being able to help out your family financially.
18. Being able to put your kids through school.
19. Being able to solve people's problems for them.
20. Having your own small business.
21. Working in an extremely exciting job (in which your life may even be in danger).
22. Working with people you like.
23. Working where people would applaud you.
24. Being able to wear fine clothes.
25. Being able to work with armadillos.

Matching Interests and Jobs

This exercise is useful for helping young people clarify what they would like to do and what they are qualified to do. It is designed for a group, but can easily be adapted for individual use. Suggested time limits appear in parenthesis in each section. These time limits keep people involved and energy high, encouraging participants to play with all their reactions, rather than getting bogged down in details.

To the participants: In this exercise, you will think about some of your skills and abilities, and see how they can be applied to jobs and to social issues that interest and concern you.

I.

A. (5 min.) Think of five specific times in your life when you have felt really good about yourself, really strong, happy, and whole. Choose five experiences that are as different from each other as possible, and that combine the things you enjoy doing with the things you're good at doing.

B. (3-5 min.) Look back over these experiences. Write down:

1. what things you had to be able to *do* in order to have these experiences – your skills.

2. what ways you had to be able to *be* in order to have these experiences –your personal qualities.

C. (2-3 min.) Get together with one other person with whom you feel comfortable. Now share your skills and abilities. Say them positively and strongly – boast a little bit.

II.

A. (3-5 min.) Imagine that people are gathered in groups according to what they're most interested in doing. Go to the area by the sign identifying the group you most want to be part of. The groups are for people who like activities
(a) involving direct *personal contact* to help, persuade, or instruct others;
(b) involving *words and ideas*, communicating;
(c) involving *repairing* or *producing* things – using tools, machines;
(d) involving *physical skills* and/or *outside* work;
(e) involving *facts and numbers*, technical, even scientific, work;
(f) stressing *creative* work – with hands, performing, designing.

B. (3 min.) BRAINSTORM about the skills and personal qualities needed for working in the area you've chosen.

C. (2 min.) Compare these skills and qualities to those you came up with in Section I. Can you add to your list of personal qualities and skills? What skills and qualities would you like to have that you don't have now?

D*. (7-8 min.) Subdivide large groups into groups of five or six and brainstorm.

1. In what kinds of jobs and careers could the skills and qualities identified in parts I and II be applied?

2. How might they be applied in the jobs and tasks of this project? (Here you'll have to focus on specific jobs and tasks rather than on the project as a whole.)

*An alternative way of culminating this exercise would be to substitute the following steps for "D".

D. (5 min.) Subdivide large groups into groups of five or six and brainstorm. What needs doing or changing – in your school, community, county, or the world? Think of as many different things as you can, from the specific to the general, and write them all on a big sheet of paper. Let your ideas flow.

III.

A. (2 min.) Working on your own again, choose from your group's list one to three things you think *most* need to be changed.

B. (5 min. or more as needed) How can you apply the skills and qualities identified in parts I and II to the special concerns you've chosen to work on? You will probably need to break down your concerns into small, manageable tasks that work toward a more general goal. For example, you can't clean up all the environment right now but maybe you could focus on a small area by organizing a clean-up crew, or doing a photo-essay publicizing a polluting factory.

C. Discuss as a total group where you can do this. When interest is high, suggest where they could find out, i.e., Voluntary Action Center, City Hall.

Getting to Know You Questionnaire

The following questions form the basis for helping coordinators and students get acquainted. Please complete the following statements.

School is _____

I am _____

My favorite subject is _____

My favorite color is _____

I feel lonely when _____

I want _____

I am good at _____

I am lousy at _____

I wish my parents knew _____

My life, so far, has been _____

I wish I could _____

My favorite sport star is _____

Reading books is _____

To me, taking orders from another person is _____

I am rebellious when _____

The emotion I find the most difficult to control is _____

My most frequent daydreams are about _____

On Saturdays, I like to _____

If I had 24 hours to live _____

I feel best when people _____

If I had a million dollars I would _____

Secretly I wish _____

I think my parents _____

Many people don't agree with me about _____

Some people seem to want only to _____

My advice to the President would _____

When I'm home alone, I _____

People can hurt my feelings most by _____

In a group I am _____

I get angry when _____

Other people are frightened most by _____

The things that amuse me most are _____

I like best the kind of teacher who _____

In school I do best when _____

What I want most in life is _____

I have difficulty trying to deal with _____

I used to be _____

If I had to do it all over again, I would _____

My greatest strength is _____

I need to improve most in _____

I would consider it risky _____

When people first meet me, they _____

When someone does all the talking, I _____

I am hurt most easily when _____

I feel loved most when _____

I have never liked _____

On Sundays I wish my family would _____

I think my parents should _____

The thing that scares me most is _____

The people in my neighborhood are _____

The funniest thing I ever saw was _____

Twenty years from now, I hope this country _____

If I saw someone shoplifting in a store, I would _____

I trust those who _____

People who know me well think I am _____

Predicting Your Success

You have a pretty good idea of what is required of you to become successful, but will you succeed? The more "yes" answers you have to the following questions, the better your chance. But be honest. Answer the questions that follow.

	Yes	No
Will you dress neatly, wearing clothes appropriate for the job?	_____	_____
Have you worn appropriate clothes while attending high school?	_____	_____
Will you plan to be a few minutes early for work so that small emergencies will not make you late?	_____	_____
Are you always at school in time for your first class?	_____	_____
Will you take on-the-job criticism without resentment – and learn from it?	_____	_____
Have you taken well and learned from the constructive criticism given by your teacher and parents?	_____	_____
Will you do the best job you can wherever you work?	_____	_____
Are you putting forth your best efforts in school?	_____	_____
Will you be on the job every day – unless you are really too ill to go to work?	_____	_____
Have you attended school regularly – being absent only when you were too ill to attend?	_____	_____
Will you do your job in a neat and orderly manner?	_____	_____
Have you done your work in this class completely and neatly?	_____	_____
Will you do any task asked of you, even though you were hired to do something else?	_____	_____
While in school, or on a part-time job, have you been willing to help others with their tasks?	_____	_____
If you finish your own work early, will you help a co-worker?	_____	_____
Have you been willing to help others with their tasks around your own household or on a part-time job?	_____	_____
On the job, will you be considerate of others' feelings?	_____	_____

	Yes	No
Are you considerate of the feelings of your friends, parents, and even those whom you do not consider your friends?	_____	_____
Will you stick to a difficult task until it is completed?	_____	_____
In your school work, do you usually complete whatever work has been assigned?	_____	_____
Will you do what you can to stay healthy so that you can give your work your best effort without frequent absences?	_____	_____
Do you regularly eat foods which contribute to good health; get regular, vigorous exercise; and sleep at least eight hours every night?	_____	_____
Do you believe that if you never do any more than you get paid for, you will never get paid for any more than you do?	_____	_____

The WECEP Union

Establishing a union as part of a work experience program is an effective way to provide unity in the work experience group. With groups of up to 30 students all going in different directions as part of the class, it's important to have some unifying structure. The union is actually a social club set up to develop unity. It has dues, cards, and regular meetings, but no power to set wages or change working conditions for student workers.

In addition to developing unity, a work experience union allows students to make decisions in a democratic way on matters which affect their group. It also helps develop communication skills and teaches basic parliamentary procedure.

The following guideline is provided for coordinators who are interested in establishing a union as part of their work experience program.

Officers. Election of officers is the first task. Generally, these officers will include a president, vice-president, secretary, and treasurer. The president presides over meeting and helps the coordinator with special projects, such as an employer appreciation day. The vice-president helps the president and presides over meetings when the president is absent. The secretary records the minutes of meetings and keeps attendance, bylaws, and other records. The treasurer works with the secretary and prepares a monthly treasurer's report, records disbursements, receives and records all dues and fines, and prepares biannual financial reports.

Meetings. A schedule is established for a regular monthly meeting. Special meetings are called when there is a need. Parliamentary procedure is followed at all meetings. This includes reading the minutes of the previous meeting, roll call, report of the union board and standing committees, unfinished business, and new business.

Union Dues. Dues are collected monthly and must be paid by the last day of the month. Union members set the amount of dues. As a guide, the Eau Claire WECEP Union rules call for $3 dues for each student who is working on the 15th of the month and $1 from all other students each month. Those who have not paid by the end of the month are assessed late charges.

Powers. Each union member is issued a card that must be carried to all meetings. The union's main responsibility is to inform members of all financial and social matters in which the group is involved. It also makes rules, assigns fines for violations of union rules, and makes disciplinary referrals to the office. The union may remove a member for delinquent dues or place members on probation for violation of WECEP rules.

Activities. The union is responsible for planning social events and end-of-year events for work experience students. Social events might include going to a movie or organizing holiday, bowling, pizza, or sledding parties. End-of-the-year events might include planning an employer recognition banquet, taking a special trip, or challenging another group to a softball game followed by a year-end picnic.

13

Appendixes

Wisconsin Department of Public Instruction Resources

The Department of Public Instruction administers a broad range of programs and services to assist school districts and communities in meeting the needs of children. Programs and services related to work experience programs are listed in this section to encourage school and community providers to contact the persons listed for more information. The following material was adapted from Wisconsin Department of Public Instruction Program Guides.

Personnel

Handicapped Children and Pupil Services

Victor Contrucci
Assistant State Superintendent, (608) 266-1649

Bureau for Pupil Services

William Erpenbach, Director, (608) 266-8960

Public and Private Agency Education
Beverly Kochan, (608) 266-7118

Issues, Program Improvement Section
Linda Kunelius, Chief, (608) 266-0963

Children At Risk
Dennis Van Den Heuvel, (608) 266-1723

Child Welfare and Community Services
Suicide Prevention
William Berkan, (608) 266-7051

Alcohol and Other Drug Abuse Prevention and Intervention
Susan Fredlund, (608) 267-9242
William Richards, (608) 267-9354

Alcohol and Traffic Safety
I. Russell Hutter, (608) 267-9239

Pupil Services Team Section
Richard R. Roth, Chief, (608) 266-2829

School Social Work Services
School-Age Parents
Child Abuse/Assault
I. Lorraine Davis, (608) 266-7921

School Psychology Services
Leonard Pennington, (608) 266-3584

School Nursing Services
Laura Taff, (608) 266-8857

School Counseling and Guidance
Vocational Guidance
Pamela Wilson, (608) 266-9677

Bureau for Exceptional Children

Paul Halverson, Director, (608) 266-1781

Developmental, Behavioral, and Learning Impaired Section
Thomas Stockton, Chief, (608) 266-1787

Early Childhood, Sensory and Language Impaired Section
John Stadtmueller, Chief, (608) 266-6951

Program Review and Compliance Section
Nancy Holloway, Chief, (608) 266-2841

Wisconsin School for the Deaf and Hearing Impaired
John Shipman, Superintendent, (414) 728-2677

Wisconsin School for the Visually Handicapped and Visually Impaired
Wm. English, Superintendent, (608) 755-2950

Instructional Services

John Benson
Assistant State Superintendent, (608) 266-3361

Bureau for Vocational Education

Richard Dignan, Director, (608) 267-9244

Agricultural Education
Floyd Doering, (608) 266-2207

Industrial Education
Richard Kitzmann, (608) 266-3551

Agriculture Education and FFA
Kevin Keith, (608) 267-9255

Home Economics Education and FHA-HERO
T. Elaine Staaland, (608) 266-2347

Industrial Education and VICA
John Vanderhoof, (608) 267-9251

Business Education and FBLA
Vicki Poole, (608) 267-2138

JTPA Programs
Job Training/Special Needs Programs Section
Wayne Sherry, Chief, (608) 267-9166
John Niemeier, (608) 267-9247
Patrick Sweeney, (608) 266-2158
Melinda Waggoner, (608) 267-2276
Charlene Peterson (608) 267-2276

Vocational Special Needs Education
Preston Smeltzer, (608) 266-7987

Vocational/Special Education
Steven Gilles, (608) 267-9256

Community Services/Work Experience
Henry Hendricksen, (608) 267-9448

GED
Henry Hendrickson, (608) 267-9448
Annette Weaver, (608) 267-9245

Vocational Equity
Barbara Bitters, (608) 266-9609

Office for School Improvement

Robert Gomoll, Director, (608) 266-2658

Education for Employment Program
Charlotte Oinonen, (608) 266-7475

Bureau for Program Development

Arnold Chandler, Director, (608) 266-2364

Health Education
Human Growth and Development
Chet Bradley, (608) 266-7032

Consultation and Special Needs Section
Myrna Toney, Chief, (608) 266-2690

Chapter 1
Don Gehrman, (608) 267-9146
William Ernst, (608) 267-9145
Ellen Ryan, (608) 267-9142
Sue Ann Bates-Watkins, (608) 267-9141

Migrant Education
Kathleen Phillips, (608) 266-9616
David DeSoto, (608) 267-7338

Bilingual Education
Ezequiel Vargas, (608) 267-9234

Migrant Parent Involvement
Kristin Helland, (608) 267-2287

School Financial Resources and Management Services

C. Richard Nelson
Assistant State Superintendent, (608) 266-3851

Bureau for School Management Services and Federal Aids

Amza Vail, Acting Director, (608) 267-9293

Community Education Programs and Planning Services
Eric Smith, (608) 266-3569

Education Consolidation and Improvement Act of 1981, ECIA Block Grant
Maryjean Bade, (608) 266-2146

Bureau for Educational Opportunity Programs

Paul Spraggins, Jr., Director, (414) 224-4413

Ashland Office
Sally Riggs-Kessler, (715) 682-4531
Kenneth Thornton, (715) 682-4531, ext. 260

Eau Claire Office
Bonnie Dockry, (715) 836-3171

Milwaukee Southside Office
Glenda Wojtasiak, (414) 224-4296

Racine Office
Annie Jones, (414) 636-3596

Wausau Office
Jane Wiley, (715) 842-0871

Management and Budget

Gary Johnson
Assistant State Superintendent, (608) 266-3903

Bureau for Equal Educational Opportunity

John Strother, Director, (608) 266-3275

Sex Equity
Melissa Keyes, (608) 267-9157

Bureau for Education Information Services

Jane Lepeska, Director, (608) 266-9356

National Diffusion Network
William Ashmore, State Facilitator, (608) 267-9179

Programs

Alcohol and Other Drug Abuse Program

Section 115.36, Wis. Stats.

Contact: Susan Fredlund or William T. Richards, Consultants, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9242/ 267-9354.

The DPI provides assistance to help school districts develop AOD prevention and intervention programs. Prevention programs are designed to minimize future problems related to alcohol and other drug use, while intervention programs are designed to help students already experiencing problems. The DPI administers funds for training and for the development of model programs. School districts and CESAs may apply for grants of $10,000 to $40,000 to develop and implement an AOD prevention or intervention program. Training funds are available in the form of fellowship grants to support advanced training and education for school staff involved in the programs.

Alcohol/Driver and Traffic Safety Education

Sections 20.255(1)(hm) and 346.655, Wis. Stats.

Contact: I. Russell Hutter, Consultant, Alcohol/Driver and Traffic Safety Program, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9239.

DPI staff work with educators to develop and implement K-12 alcohol/traffic safety curriculum and instruction programs to deal with the problem of youthful drinking and driving. Curriculum materials and inservice training are provided to local school districts. Mini-grants are available to provide short-term seed money to local school districts, consortium of schools, or CESAs for support of locally initiated projects. Upon request, grant recipients must share project experiences, activities, and materials on a cost-recovery basis with other interested school districts and CESAs.

Bilingual Education

Chapter 115, Subchapter VII, Wis. Stats.

Contact: Ezequiel B. Vargas, Consultant, Bilingual/Bicultural Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9234.

Wisconsin state statutes define bilingual education as a "program designed to improve the comprehension and the speaking, reading, and writing ability of a limited-English speaking pupil in the English language so that the pupil will be able to perform ordinary classwork in English." The DPI provides financial and program assistance to school districts for setting up bilingual-bicultural education programs.

Community Education

Section 120.13(19), Wis. Stats.

Contact: Eric C. Smith, Consultant, Community Education and Planning, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-3569.

DPI provides program assistance to school districts to help them set up programs to reach all age groups in their communities. Some districts hire staff to coordinate use of school facilities, identify program needs, and work with school and community groups.

Early Identification Program (EIP)

Section 115.43, Wis. Stats.

Contact: Paul Spraggins, Director, Bureau of Educational Opportunity, Department of Public Instruction, 600 West Walnut, Milwaukee, WI 53212, (414) 224-4413.

EIP provides academic, personal, and career counseling to disadvantaged students (minority and low income), beginning in the eighth grade. The program, in partnership with the parents and schools, helps students make career decisions. Greatest assistance is given to students who might otherwise not be admitted to college because of poor academic performance. EIP counselors work with schools to help get students on track. This may include offering opportunities for part-time employment. Six regional offices are located around the state.

Education Consolidation and Improvement Act of 1981

Chapter 1 Migrant Education

20 U.S.C.A. ss.3801-3807 (also known as PL 97-35)

Contact: Myrna Toney, Chief, Special Needs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2690.

Through this program, DPI provides financial and program assistance to school districts serving the special needs of educationally disadvantaged migrant students.

Chapter 1 Programs

20 U.S.C.A. ss.3801-3807 (also known as PL 97-35)

Contact: Myrna Toney, Chief, Special Needs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2690.

The Education Consolidation and Improvement Act of 1981, also known as the Education Block Grant, Chapter 1, provides funds for the improvement of education and instruction in basic skills. The program is administered by the DPI and available to all Wisconsin public school districts.

Chapter 2 Programs

20 U.S.C.A. ss.3811-3863 (also known as PL 97-35)

Contact: Maryjean Bade, Consultant, Chapter 2, Bureau for School Management Services and

Federal Aids, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2146.

Federal funds, administered by DPI, provide for supplementary instructional programs for educationally disadvantaged pupils from low-income families in highly concentrated areas. School districts must have at least ten low-income students to be eligible for the funds.

Regional Offices
Ashland
c/o Northland College
Ashland, WI 54806
(715) 682-4531

Eau Claire
307 South Farwell, Room 9
Eau Claire, WI 54701
(715) 836-3171

Milwaukee North
600 West Walnut
Milwaukee, WI 53212
(414) 224-4466

Milwaukee South
931 West Madison
Milwaukee, WI 53204
(414) 224-4296

Racine
Memorial Hall
72 Seventh Street
Racine, WI 53403
(414) 636-3596

Wausau
808 North Third Avenue, Suite 203
Wausau, WI 54401
(715) 842-0871

Education for Employment

Section 115.367, Wis. Stats.

Contact: Charlotte Oinonen, Project Director, Parker Project, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-77475.

This initiative seeks to involve business, industry, and education in a partnership to develop Wisconsin's economy. An education-for-employment standard and grants for model programs emphasize providing school-supervised work experience, career exploration, employment skills and attitudes, vocational skills, academic skills, and an understanding of economics and American economic institutions.

Education for School-Age Parents

Chapter 115, Subchapter VI, Wis. Stats.

Contact: I. Lorraine Davis, Consultant, School Social Work Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7921.

Any school board, CESA, or consortium of districts may establish a program for school-age parents and be eligible to receive state aid for 63 percent of the costs of teacher salaries, instructional aids, special transportation, and other expenses approved by the state superintendent. Programs shall be designed to provide services and instruction to meet the needs of these parents through graduation or to age 21.

Annually, prior to beginning the program, the school board submits a plan of service to the DPI. This includes the number of students expected to be served, personnel for the program, estimated salaries, and other anticipated costs.

Job Training Partnership Act (JTPA)

29 U.S.C.A. s.1533 (also known as PL 97-300 — 8 percent set aside for education coordination grants)

Contact: Wayne Sherry, Chief, JTPA/Special Needs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9166.

The DPI administers the education portion of this federal program to provide education and training for youth who are at risk of failure. Programs are intended to help students develop academic and vocational skills so they can

graduate from high school or achieve an equivalency diploma and be employable. DPI works with the Department of Industry, Labor, and Human Relations as well as with local businesses.

National Diffusion Network

Contact: William Ashmore, Bureau for Management Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9179.

The National Diffusion Network (NDN) seeks to promote and share locally developed educational programs that work. Through a process known as adoption, the NDN provides programs, materials, people, services, and funds to help educators all over the country find low-cost solutions to local problems. In Wisconsin, the project is administered by the DPI through its state facilitator who works directly with CESAs and local school districts to provide training and consultation. The NDN offers more than 400 exemplary programs. Content areas include basic skills, bilingual/migrant education, special education, alternative schools, gifted and talented education, and administration/organizational arrangements.

Precollege Scholarship Program

Section 115.43, Wis. Stats.

Contact: C. Richard Nelson, Assistant Superintendent, Division for School Financial Resources and Management Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-3851.

Scholarships to minority students in grades 6-12 allow them to participate in precollege classes or programs to improve academic skills in preparation for postsecondary education. Programs are held both during the school year and in the summer at Wisconsin's public and private colleges and universities.

School Nursing and Health Services

Sections 115.01(11m), 115.28(7m), 118.255, 118.29, 120.13(11)(a) and (b), 121.02(g) and (l), 140.05(16), and Chapter 143 Wis. Stats. HSS 145, Wis. Admin. Code.

Contact Person: Laura Taff, Consultant, School Nursing and Health Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-8857.

The DPI's school nursing and health services consultant works with school nurses as they provide direct acute care and health maintenance services. School nurses monitor immunization records and the administration of medications; provide health counseling for individuals and groups; identify and follow up on health problems; provide health education, program planning, and management services; and supervise health care provided by other than physicians and nurses. Priorities are given to the early identification and follow-up for health-related problems that affect pupil's ability to benefit fully from the school experience.

Vocational Opportunities Program

20 U.S.C.A. ss.2331-2334 (also known as PL 98-524)

Contact: Richard Dignan, Director, Bureau for Vocational Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9244.

The federal Vocational Opportunities Program of the Carl Perkins Vocational Education Act provides programs to meet the special needs of handicapped individuals, disadvantaged students, single parents, and others in need of training or retraining. The DPI awards grants to school districts, CESAs, universities, and other postsecondary institutions. Participating

school districts must comply with all the federal reporting requirements and employ a local vocational education coordinator.

Wisconsin Educational Opportunity Program (WEOP) Talent Search Program

Section 115.43, Wis. Stats.

Contact: Paul Spraggins, Director, Bureau of Education Opportunity, Department of Public Instruction, 600 West Walnut, Milwaukee, WI 53212, (414) 224-4413.

Talent Search helps educationally and economically disadvantaged students continue their education. WEOP counselors seek out minority and disadvantaged students, particularly in rural and urban areas of the state, and assist them in preparing for and applying to post-secondary schools. Help is provided in obtaining financial aids.

The program is supported by Special Allowance Funds from the Wisconsin Higher Education Aids Board and serves, through local school districts, those in need of help to obtain a higher education. Six regional offices are located around the state. A list of these offices appears on pp. 93-94.

Publications

Dealing with Child Sexual Assault and Abuse: A Resource and Planning Guide

Contact: I. Lorraine Davis, Consultant, School Social Work Services, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7921.

This guide is intended for use by schools in dealing with actual and suspected sexual abuse of children, both within and outside the school setting. Policies, procedures, laws, and resources are included to assist schools with staff training and to help them take advantage of existing community resources.

Guide to Curriculum Planning in Health Education

Contact: Chet Bradley, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7032.

This guide is intended to provide a framework for school districts to use in the development of a comprehensive K-12 health instruction program. The guide reflects the current thinking and experience of Wisconsin educators and includes a philosophy, goals, objectives and sample materials which can be used by curriculum planners. The emphasis is on planning a developmental K-12 instructional program, aimed at preventing emotional, physical, and social health problems by promoting a positive lifestyle. The publication focuses on ten major content areas: accident prevention and safety, community health, consumer health, environmental health, family life education, mental and emotional health, nutrition, personal health, prevention and control of disease, and substance use and abuse.

School Counseling Programs: A Resource and Planning Guide

Contact: Pamela Wilson, Wisconsin Department of Public Instruction, Bureau for Pupil Services, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-9677.

This guide emphasizes cooperative and coordinated efforts of adults involved in the lives of school children. It suggests that guidance programs which involve a variety of school staff as well as parents, community members, and business/industry personnel are able to reach more students more appropriately.

The guide focuses on three major areas of development: learning, personal/social, and career/vocational. Specific pupil competencies are listed under each major developmental area. The competencies are basic skills each person must master in order to deal effectively with daily life situations. They are listed across age and grade levels and are designed to be con-

sistent with children's physical and intellectual capabilities at various stages.

Children At Risk: A Resource and Planning Guide

Contact: Dennis Van Den Heuvel, Consultant, Children At Risk Programs, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-1723.

This guide was developed to aid school districts, community groups, business, and industry in setting up comprehensive programs to serve children at risk under s. 118.153, Wis. Stats. It includes sample programs, agency resources, laws, and reporting forms as well as an outline for building a children at risk service network.

Suicide Prevention: A Resource and Planning Guide

Contact: William A. Berkan, Child Welfare and Social Services Specialist, Wisconsin Department of Public Instruction, Bureau for Pupil Services, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7051.

Developed for local school districts and community agencies, this guide emphasizes a community based, school-focused approach. The guide includes sample policies and procedures, models of four local school district programs, results of suicide surveys, and basic information on suicide and suicide prevention efforts.

Wisconsin Department of Health and Social Services Resources

Many services and resources that might support and enhance school district efforts are available through the Wisconsin Department of Health and Social Services (DHSS) and its regional and local offices. This section presents information about many of these and includes names and telephone numbers to facilitate contacts and requests for additional information.

Division of Health

Bureau of Community Health and Prevention

Contact: Ivan Imm, Bureau Director, (608) 267-9008.

This bureau's services focus on acute and communicable disease epidemiology, environmental and chronic disease epidemiology, and family and community health promotion.

Bureau of Health Care Financing

Contacts:

Madison EPSDT staff: Randy Coloni, (608) 266-9195, or Bill Newell, (608) 266-8168.
EPSDT Hotline (collect calls): (608) 266-5825.

Wisconsin's Early and Periodic Screening, Diagnosis and Treatment Program (EPSDT) provides a comprehensive range of preventive health care services to children (age 0-20 years) of Medicaid-eligible families. These include all Aid to Families with Dependent Children (AFDC) and AFDC foster care families, Supplemental Security Income (SSI) children, and children who are classified eligible as *medically needy*. EPSDT services are available free of charge to children *upon request*, whether the child is under a Health Maintenance Organization/ Continuing Care Provider (HMO/CCP) or a non-HMO fee-for-service health provider system.

A key purpose of EPSDT is educating recipients to the valuable benefits received through periodic health assessments and preventive services. The Department of Health and Social Services encourages Medicaid families to utilize EPSDT services through the BHCF's EPSDT Central Notification system and through County Departments of Social Services, which together distribute information to all newly certified and recertified recipients and to those recipients who have not made use of EPSDT in the past 12 months.

Division of Corrections

Bureau of Juvenile Services

Contact: John Ross, Bureau Director, (608) 266-7551.

The Division of Corrections operates Ethan Allen School, Lincoln Hills School, and the Youth Aids Aftercare Supervision.

Division of Care and Treatment Facilities

Genetic Counseling Provided by Central Wisconsin Center

Contact: Richard Scheerenberger, Director, Central Wisconsin Center, 317 Knutson Drive, Madison, WI 53704, (608) 249-2151.

Division of Community Services

Bureau of Community Programs

Contacts:

Phillip McCullough, Bureau Director, (608) 266-3719.
Elaine Carpenter, Director, Office of Mental Health, (608) 266-3249.

Larry Munson, Director, Office of Alcohol and Other Drug Abuse, (608) 266-3442.
Kary Nyre, Director, Office of Developmental Disabilities, (608) 266-2862.

The bureau offers disability programs for alcoholics and other drug abusers, the blind and vision impaired, developmentally impaired, hearing impaired, mentally disabled, and physically disabled and provides program certification for community programs.

Bureau of Economic Assistance

Contact: John Erickson, Bureau Director, (608) 266-3035.

Policies and procedures are established for AFDC payments, food stamp allocations, emergency assistance, MA eligibility, program compliance and quality control, relief to needy Indian persons, and state supplemental programs to SSI.

Bureau of Human Services

Contact:
Severa Austin, Bureau Director, (608) 266-3443.
Michael Becker, Director, Office for Children, Youth and Families, (608) 266-6946.

Social services programs and the opportunity work program and budget are provided for the aged, children, youth, and families, economically disadvantaged, and Hispanic/migrants/Cuban/Haitians.

Regional Offices

Contact: Consult the list of regional offices that follows for specific names and addresses.

The DHSS regions assume delegated authority to make decisions about county program and administrative issues and provide leadership to implement the department's program and management initiatives.

The regional offices supervise the implementation and maintenance of state policies and procedures for community agencies (51.42/.437 boards, IM units, county human services departments, county social service departments, child support enforcement agencies, and tribal governments) and provide consultation to local service agencies to improve services to the hearing impaired, visually impaired, and physically disabled and to coordinate and advocate for services to these groups. The offices also supervise special needs and independent adoption services and pre-adoptive placement as required by the court; the Interstate Compact on Placement of Children; the independent child abuse investigatory function, including complaint investigation and monitoring for continued compliance with state statutes and state administrative codes; and the licensing and/or certification of group homes for children, day care centers, shelter care facilities for children, community-based residential facilities, and mental hygiene programs throughout the region.

Eastern Regional Office
Lewis McCauley, Regional Director
200 North Jefferson
Suite 411
Green Bay, WI 54301-5191
(414) 436-3043

Direct Services/Regulation Chief
Robert Wagner, (414) 436-4423

Fond du Lac District Office Licensing Staff
Pat Kremer, (414) 929-3017
Virginia Evans, (414) 929-3007

Milwaukee Regional Office
Silvia Jackson, Regional Director
Sixth Floor
819 North Sixth Street
Milwaukee, WI 53203
(414) 224-4563

Direct Services/Regulation Chief (Acting)
Cliff McCoy, (414) 224-4509

Northern Regional Office
Barbara Voltz, Regional Director
1853 North Stevens Street
P.O. Box 697
Rhinelander, WI 54501
(715) 362-7800

Direct Services/Regulation Chief
Orris Bartholomew, (715) 362-7800
Wisconsin Rapids District Office Licensing Staff
Dick Cywinski, (715) 423-4305

Ashland District Office Licensing Staff
Joe Nemec, (715) 682-3404

Southeastern Regional Office
Charles Holton, Regional Director
141 Northwest Barstow Street
Room 209
P.O. Box 1258
Waukesha, WI 53187-1258
(414) 521-5098

Direct Services/Regulation Chief
Gary Kirst, (414) 521-5085

Southern Regional Office
Mary Southwick, Regional Director
3601 Memorial Drive
Madison, WI 53704
(608) 249-0441

Direct Services/Regulation Chief
Ernest Johnson, (608) 249-0441

Western Regional Office
Marge Kelly, Regional Director
718 West Clairemont Avenue
P.O. Box 228
Eau Claire, WI 54701
(715) 836-2157

Direct Services/Regulation Chief
Russell Johnson, (715) 836-2634

Regulation Supervisor
Beth Furay, (715) 836-4278

La Crosse District Office Licensing Staff
Paul Gettleman, (608) 785-9460

County Department of Social Services and Human Services Agencies

Adams County Department of Health and Social Services
Richard Holt, Director
149 North Main Street, Box 601
Adams, WI 53910
(608) 339-3356

Ashland County Department of Social Services
Sherman Secord, Director
Courthouse, Room 101
Ashland, WI 54806
(715) 682-7004

Barron County Department of Social Services
Shirley H. McGiffin, Director
Courthouse, Room 338
Barron, WI 54812
(715) 537-5691

Bayfield County Department of Social Services
Cheryl Huenink, Director
Courthouse, Box 308
Washburn, WI 54891
(715) 373-2277

Brown County Department of Social Services
William Miller, Director
300 South Adams Street
Green Bay, WI 54301
(414) 436-7011

Buffalo County Department of Social Services
Jerome W. Benson, Director
Courthouse Annex
Alma, WI 54610
(608) 685-4412

Burnett County Department of Social Services
Thomas E. Keith, Director
County Government Center, Box 300-130
Siren, WI 54872
(715) 349-2131

Calumet County Department of Human Services
Norman E. Brickl, Director
Courthouse, 206 Court Street
Chilton, WI 53014
(414) 849-2361

Chippewa County Department of Social Services
John D. Thurman, Director
2833 County Trunk I
Chippewa Falls, WI 54729
(715) 723-2285

Clark County Department of Social Services
Brian Bushnell, Director
Courthouse, Box 190
Neillsville, WI 54456
(715) 743-4621

Columbia County Department of Social Services
Robert W. Andrews, Director
711 East Cook Street, Box 134
Portage, WI 53901
(608) 742-9227

Crawford County Human Services Department
Kenneth L. Arneson, Director
111 West Dunn Street
Prairie du Chien, WI 53821
(608) 326-6431, ext. 244

Dane County Department of Social Services
Jerry McCartney, Director
1202 Northport Drive
Madison, WI 53704
(608) 249-5351

Dodge County Department of Social Services
Donald W. Noltner, Director
Dodge County Courthouse
Juneau, WI 53039
(414) 386-2777

Door County Department of Social Services
Ron Richart, Director
Courthouse, Box 67
Sturgeon Bay, WI 54235
(414) 743-5511

Douglas County Department of Social Services
Gerald Egan, Director
Courthouse Annex
1313 Belknap Street
Superior, WI 54880
(715) 394-0304

Dunn County Department of Human Services
John M. Borup, Director
808 Main Street
Menomonie, WI 54751
(715) 232-1116

Eau Claire County Department of Human Services
Lee Johnson, Director
202 Eau Claire Street
P.O. Box 840
Eau Claire, WI 54702
(715) 833-1977

Florence County Department of Social Services
Duane A. Folz, Director
Courthouse, Box 170
Florence, WI 54121
(715) 528-3296

Fond du Lac County Department of Social Services
Marvin F. Diedrich, Director
87 Vincent Street
Fond du Lac, WI 54935
(414) 929-3438

Forest County Department of Social Services
Mary E. Barge, Director
Courthouse, Box 9
Crandon, WI 54520
(715) 478-3351

Grant County Department of Social Services
John Angeli, Director
111 South Jefferson Street
Box 111
Lancaster, WI 53813
(608) 723-2136

Green County Human Services Department
Bruce Willett, Director
Pleasant View Complex
Box 216
Monroe, WI 53566
(608) 328-9393

Green Lake County Department of Social Services
Stephen Szatkowski, Director
500 Lake Street
Green Lake, WI 54941
(414) 294-6566

Iowa County Department of Social Services
Michael J. Tiber, Director
109 West Fountain Street, Box 98
Dodgeville, WI 53533
(608) 935-9311

Iron County Department of Social Services
Lawrence Samardich, Director
Courthouse, 300 Taconite Street
Hurley, WI 54534
(715) 561-3636

Jackson County Department of Social Services
Marshall H. Graff, Director
221 Main Street
P.O. Box 457
Black River Falls, WI 54615
(715) 284-4301

Jefferson County Human Services Department
Mark Quam, Director
N 3995 Annex Road
Jefferson, WI 53549
(414) 674-3105

Juneau County Department of Social Services
Patrick Liston, Director
Courthouse Annex
220 East La Crosse Street
Mauston, WI 53948
(608) 847-6262

Kenosha County Department of Social Services
N. Clark Earl, Director
714 52nd Street
Kenosha, WI 53140
(414) 656-6500

Kewaunee County Department of Social Services
Giles J. Hanson, Director
510 Kilbourn Street
Kewaunee, WI 54216
(414) 388-3777

La Crosse County Department of Human Services
Paul R. Zei, Director
1707 Main Street
P.O. Box 4002
La Crosse, WI 54601
(608) 784-8900

Lafayette County Department of Social Services
Michael T. Schafer, Director
700 North Main Street, Box 206
Darlington, WI 53530
(608) 776-4066

Langlade County Department of Social Services
Jim Meisinger, Director
1225 Langlade Road
Antigo, WI 54409
(715) 627-6258

Lincoln County Department of Social Services
Curtis Moe, Director
Menard Center
503 South Center Avenue, Box 547
Merrill, WI 54452
(715) 536-0300

Manitowoc County Department of Social Services
Thomas Stanton, Director
926 South 8th Street
P.O. Box 3007
Manitowoc, WI 54220
(414) 683-4230

Marathon County Department of Social Services
Richard W. Delap, Director
400 East Thomas Street
Wausau, WI 54401
(715) 848-1381

Marinette County Department of Social Services
John Gustafson, Director
1939 Hall Avenue, Box 46
Marinette, WI 54143
(715) 732-0191

Marquette County Department of Social Services
Kenneth Ramminger, Director
77 Park Street, Box 405
Montello, WI 53949
(414) 297-9135

Menominee County Department of Human Services
Thomas Bentz, Director
Box 280
Keshena, WI 54135
(715) 799-3861

Milwaukee County Department of Social Services
Thomas A. Brophy, Director
235 West Galena
Milwaukee, WI 53205
(414) 289-6200

Monroe County Human Services Department
Donald E. Mulry, Director
Community Services Building
Route 2, County Trunk B
Sparta, WI 54656
(608) 269-8600

Oconto County Department of Social Services
Lyle Dakins, Director
Courthouse, 300 Washington Street
Oconto, WI 54153
(414) 834-3865/834-3868

Oneida County Department of Social Services
Paul E. Spencer, Jr., Director
Courthouse, Box 400
Rhinelander, WI 54501
(715) 362-5695

Outagamie County Department of Social Services
James E. Stampp, Director
410 South Walnut Street
Appleton, WI 54911
(414) 735-5177

Ozaukee County Department of Social Services
Larry Neve, Director
Courthouse Building, Room 402
Port Washington, WI 53074
(414) 284-9411

Pepin County Department of Human Services
Richard Sundbo, Director
550 Seventh Avenue West, Box 69
Durand, WI 54736
(715) 672-8941

Pierce County Department of Human Services
Dale C. Melstrom, Director
124 North Oak Street
P.O. Box 670
Ellsworth, WI 54011
(715) 273-3531

Polk County Department of Social Services
Richard L. Kammerud, Director
Municipal Building, Box 216
Balsam Lake, WI 54810
(715) 485-3133

Portage County Community Human Services Department
Judy A. Bablitch, Director
817 Whiting Avenue
Stevens Point, WI 54481
(715) 345-5350

Price County Social Services Department
John A. Chrest, Director
Courthouse
Phillips, WI 54555
(715) 339-2158

Racine County Department of Human Services
William Adams, Director
207 Seventh Street
Racine, WI 53403
(414) 636-3671

Richland County Department of Social Services
Lewis Koehn, Director
250 South Main, P.O. Box 673
Richland Center, WI 53581
(608) 647-8821

Rock County Department of Social Services
Ursula S. Myers, Director
Highway 51, North
Box 1649
Janesville, WI 53547-1649
(608) 756-5255

Rusk County Department of Social Services
Thomas Lovely, Director
Courthouse, 311 Miner Avenue
Ladysmith, WI 54848
(715) 532-2116

Sauk County Department of Social Services
Wesley M. Rohrer, Director
116 5th Avenue, Box 21
Baraboo, WI 53913
(608) 356-4866

Sawyer County Department of Social Services
Patricia K. Acheson, Director
Courthouse, Box 192
Hayward, WI 54843
(715) 634-4806

Shawano County Department of Social Services
Earl G. Lundmark, Director
Courthouse, 311 North Main Street
Shawano, WI 54166
(715) 526-6178

Sheboygan County Department of Social Services
John E. Lubbers, Director
1427 North Tenth Street
Sheboygan, WI 53081
(414) 459-3200

St. Croix County Department of Social Services
Robert H. Sanden, Director
904 Third Street
Hudson, WI 54016
(715) 386-5581

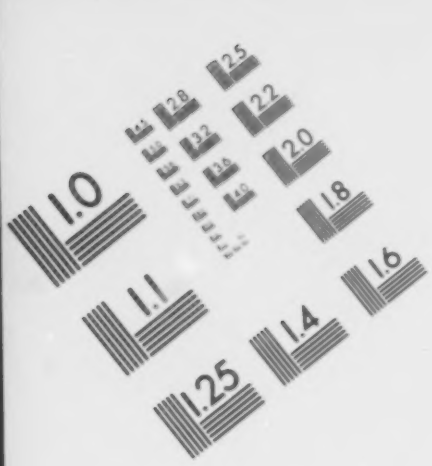
Taylor County Community Human Services Department
Tom Pink, Director
219 South Wisconsin Avenue
Medford, WI 54451
(715) 748-3332

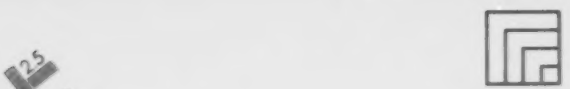
Trempealeau County Department of Social Services
DuWayne A. Mickelson, Director
Courthouse, 1720 Main
Box 67
Whitehall, WI 54773
(715) 538-2311

Vernon County Department of Social Services
Richard Q. Scott, Director
Route 3, Box 823
Viroqua, WI 54665-0823
(608) 637-2135

Vilas County Department of Social Services
Edward J. Leveille, Director
Courthouse, Box 369
Eagle River, WI 54521
(715) 479-3668

Walworth County Department of Social Services
Brian Wexler, Director
County Road NN, Box 1006
Elkhorn, WI 53121
(414) 741-3300



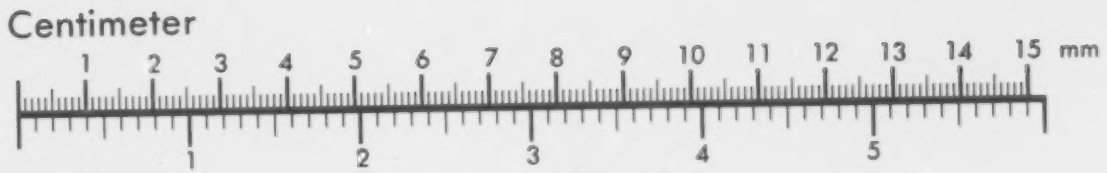


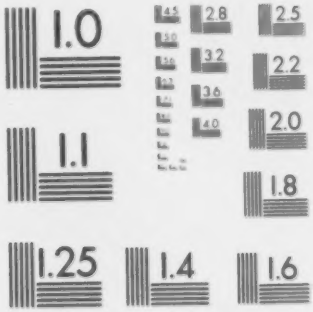
AIIM

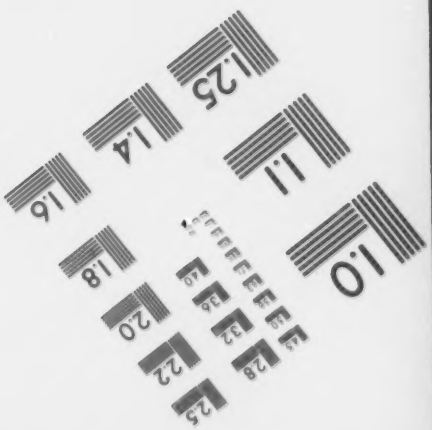
Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

301/587-8202







MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

Washburn County Department of Social Services
Dennis L. Boland, Director
210 West Fourth Avenue
P.O. Box 250
Shell Lake, WI 54871
(715) 468-7878

Washington County Department of Social Services
Donald Ryd, Director
320 South Fifth Avenue
West Bend, WI 53095
(414) 338-4610

Waukesha County Department of Social Services
Peter W. Schuler, Director
500 Riverview Drive
Waukesha, WI 53186
(414) 548-7212

Waupaca County Department of Social Services
Dennis D. Wendt, Director
1402 Royalton Street, Box 72
Waupaca, WI 54981
(715) 258-8502

Waushara County Department of Social Services
August K. Pagel, Director
Courthouse, Box 898
Wautoma, WI 54982
(414) 787-3303

Winnebago County Department of Social Services
Norman L. Whitford, Director
448 Algoma Boulevard
Box 2646
Oshkosh, WI 54903
(414) 233-1300, ext. 301

Wood County Department of Social Services
Phillip J. Lukowicz, Director
Courthouse
400 Market Street
Wisconsin Rapids, WI 54494
(715) 421-1010

Community Services System

Contact: Consult the list of community services boards following this section for specific names and addresses, or call the Community Services Division, Wisconsin Department of Health and Social Services, (608) 266-3444 or 266-2754.

A Community Services Board develops and budgets for a comprehensive program ensuring continuous care for the mentally ill, mentally retarded, and alcohol and drug abusers in the local community. A board must provide the following services: prevention, diagnosis, evaluation, inpatient, outpatient, residential care, partial hospitalization, precare, aftercare, emergency care, rehabilitation, supportive transitional care, professional consultation, public information and education, related research, and inservice training. Boards provide these services or contract them from private, voluntary, and public agencies.

Under state legislation, when funds are available, they are allocated to a county based on its population. Programs are reviewed by county boards of supervisors and the regional Health Systems Agency. Final approval and allocation are made after review by the Department of Health and Social Services.

Section 51.42, Wis. Stats., was enacted into law on January 1, 1977, due to nationwide dissatisfaction with institutionalized and custodial care. Wisconsin counties thus became responsible for providing services in alcohol and drug abuse, developmental disabilities, and mental health. The legislation requires this to be done through community boards or boards appointed by a county board of supervisors.

Counties may form a 51.42/.437 board to provide all mental disability services, or they may form two separate boards (a Unified Services Board [s.51.42 board] for mental health and alcohol and drug abuse services and a Developmental Disabilities Services Board [s.54.437 board] for developmental disabilities only). A third option is to form a community human services board under 2.46.23 in place of the s.51.42 board or s.51.437 board.

A list of Wisconsin Community Service Boards follows.

Adams County Unified Board
Cynthia A. Griffin, Director
P.O. Box 295
320 West Lake Street
Friendship, WI 53934
(608) 339-7881

Bayfield County Unified Services Board
Eric Fredenberg, Director
Courthouse, Box 276
Washburn, WI 54891
(715) 373-2212

Brown County Unified Board
William C. Daumueller, Director
2900 St. Anthony Drive
Green Bay, WI 54301
(414) 468-1136

Buffalo County Department of Human Services
Jerome W. Benson, Director
Courthouse Annex, Box 600
Alma, WI 54610
(608) 685-4412

Calumet County Department of Human Services
Norman E. Brickl, Director
206 Court Street
Courthouse
Chilton, WI 53014
(414) 849-2361

Chippewa County Unified Services Board
C. W. King, Director
2829 County Trunk I
Chippewa Falls, WI 54729
(715) 723-0344

Clark County Community Services Board
Arlyn Mills, Director
Courthouse, Room 507
Neillsville, WI 54456
(715) 743-3241

Columbia County Comprehensive Service Board
Michael Schroeder, Director
711 East Cook Street, Box 122
Portage, WI 53901
(608) 742-9202

Crawford County Human Services Department
Kenneth L. Arneson, Director
111 West Dunn Street
Prairie du Chien, WI 53821
(608) 326-6431, ext. 244

Dane County Unified Services Board
Paul Meyer, Director
1206 Northport Drive
Madison, WI 53704
(608) 246-2980

Dodge County Unified Services Board
Terrence B. Dalton, Director
199 Home Road
Juneau, WI 53039
(414) 386-2411

Door County Unified Board
Ted Bauch, Director
1715 Rhode Island
Sturgeon Bay, WI 54235
(414) 743-7216

Douglas County Comprehensive Planning Board
Julie Peters, Director
1313 Belknap Street, Room 200
Superior, WI 54880
(715) 394-0387

Dunn County Department of Human Services
John M. Borup, Director
808 Main Street
Menomonie, WI 54751
(715) 232-1116

Eau Claire County Department of Human Services
Lee Johnson, Director
202 Eau Claire
Box 840
Eau Claire, WI 54702-3650
(715) 833-1977

Florence County Combined Services Board
Duane A. Folz, Director
Courthouse, Box 170
Florence, WI 54121
(715) 528-3296

Fond du Lac County Unified Board
Randolph Kreul, Jr., Director
459 East First Street
Fond du Lac, WI 54935
(414) 929-3571

Green County Human Services Department
Bruce Willett, Director
Pleasant View Annex
Monroe, WI 53566
(608) 328-9393

Green Lake County Community Unified Board
Linda Vanness, Director
500 Lake Street
Green Lake, WI 54941
(414) 294-6568

Human Service Board of Langlade/ Lincoln/Marquette Counties
Peter DeSantis, Director
1100 Lakeview Drive
Wausau, WI 54401
(715) 842-1636

Human Service Center of Forest/ Oneida/Vilas Counties
Donald Cannady, Director
705 East Timber Drive
P.O. Box 897
Rhinelander, WI 54501-0897
(715) 369-2215

Jackson County Department of Human Services
Marshall H. Gratt, Director
221 Main Street
Box 457
Black River Falls, WI 54615
(715) 284-4301

Jefferson County Human Services Department
Mark Quam, Director
N 3995 Annex Road
Jefferson, WI 53549
(414) 674-3105

Kenosha County Comprehensive Board
Roger Andreoli, Director
714 52nd Street
Kenosha, WI 53140
(414) 656-6788

Kewaunee County Unified Board
John E. Schad, Director
522 4th Street
Algoma, WI 54201
(414) 487-5231

La Crosse County Department of Human Services
Paul R. Zei, Director
1707 Main Street
P.O. Box 4002
La Crosse, WI 54601
(608) 784-8900

Lafayette County Unified Services
Steven L. Barber, Director
312 Washington Street
Darlington, WI 53530
(608) 776-4006

Lincoln County Developmental Disabilities Services Board
Terry Schmidt, Director
912 Memorial Drive
Merrill, WI 54452
(715) 536-0350

Manitowoc County Community Board
Thomas G. Kuckkahn, Director
4204 Calumet Avenue
Manitowoc, WI 54220
(414) 683-4380

Marinette County Unified Services Board
Joseph N. Heller, Director
Mission Point Building
400 Wells Street
Marinette, WI 54143
(715) 732-4455

Marquette County Unified Services Board
Amelia Wolvin, Director
77 West Park Street
P.O. Box 274
Montello, WI 53949
(608) 297-9151

Menominee County Department of Human Services
Thomas Bentz, Director
P.O. Box 280
Keshena, WI 54135
(715) 799-3861

Milwaukee County Combined Community Services Board
James Wahner, Director
235 West Galena
Milwaukee, WI 53226
(414) 257-7500

Monroe County Department of Human Services
Donald E. Mulry, Director
Community Services Building
Route 2, County Trunk B
Sparta, WI 54656
(608) 269-8600

Northern Pines Unified Services Board
James D. Ahasay, Director
1065 West Seventh Avenue
Box 518
Cumberland, WI 54829
(715) 822-4747

Oconto County Unified Health Services
Dennis Tomchek, Director
835 South Main
Oconto Falls, WI 54154
(414) 846-8114

Outagamie County Community Board
John R. Maurice, Director
3365 West Brewster Street
Appleton, WI 54914
(414) 735-5270

Ozaukee County Comprehensive Services Board
Fred Hesselbein, Director
121 West Main Street
P.O. Box 307
Port Washington, WI 53074
(414) 284-9411

Pepin County Department of Human Services
Richard Sundbo, Director
550 Seventh Avenue West
Box 69
Durand, WI 54736
(715) 672-8941

Pierce County Department of Human Services
Dale C. Melstrom, Director
414 West Main Street
P.O. Box 670
Ellsworth, WI 54011
(715) 273-3531

Portage County Department of Human Services
Judy Bablitch, Director
817 Whiting Avenue
Stevens Point, WI 54481
(715) 345-5350

Racine County Department of Human Services
Bill Adams, Director
207 Seventh Street
Racine, WI 53403
(414) 636-3671

Rock County Developmental Disabilities Board
Dale Thompson, Director
Health Care Center Complex
P.O. Box 1867
Janesville, WI 53545
(608) 755-2650

Rock County 51.42 Board
Dennis Kirchoff, Director
P.O. Box 351
Janesville, WI 53547
(608) 755-2500

Sawyer County Comprehensive Planning Board
Jerry St. Catherine, Director
315 West Fifth Street
P.O. Box 729
Hayward, WI 54843
(715) 634-4751

Sheboygan County Unified Board
Robert J. Matzek, Director
615 North Sixth Street, Courthouse
Sheboygan, WI 53081
(414) 459-3056

St. Croix County Unified Services Board
Gary D. Johnson, Director
Route 2, Box 33A
New Richmond, WI 54017
(715) 246-6991

Taylor County Department of Human Services
Tom Pink, Director
219 South Wisconsin Avenue
Medford, WI 54451
(715) 748-3332

Trempealeau County Unified Board
Dianne Nelson, Director
1720 Main Street, Courthouse
P.O. Box 67
Whitehall, WI 54773
(715) 538-2311

Tri-County Human Services Center
H. Pearce Konold, Director
425 Sixth Street, P.O. Box 398
Reedsburg, WI 53959-0398
(608) 524-4391

Unified Board of Grant and Iowa Counties
Peter Pfotenhauer, Director
250 North Court
Platteville, WI 53818
(608) 348-8455

Unified Health Services of Shawano Waupaca Counties
Charles Hillman, Director
10 Tenth Street, Box 119
Clintonville, WI 54929
(715) 823-6531

Unified Services Board of Ashland/ Iron/Price Counties
Ronald Lockwood, Director
206 Sixth Avenue West, Room 210
Ashland, WI 54806
(715) 682-8177

Vernon County Unified Board
Dave Sierer, Director
Route 3, Box 168
Viroqua, WI 54665
(608) 637-3187

Walworth County Developmental Disabilities Board
William J. Truesdale, Director
Box 88
Elkhorn, WI 53121
(414) 741-4118

Walworth County Unified Board
Thomas K. MacKesey, Director
County Trunk NN, Box 1005
Elkhorn, WI 53121
(414) 723-3200

Washington County Comprehensive Community Services Agency
Douglas Johnson, Director
149 North Ninth Avenue
West Bend, WI 53095
(414) 338-4583

Waukesha County Community Human Services Department
Peter W. Schuler, Director
500 Riverview Drive
Waukesha, WI 53188
(414) 548-7212

Waushara County Unified Services Board
Joseph Knipp, Director
310 South Scott Street, Box 700
Wautoma, WI 54982-0700
(414) 787-4656

Winnebago County Unified Board
Keith A. Laux, Director
415 Jackson Street, Box 2808
Oshkosh, WI 54903
(414) 235-2500/725-6321

Wood County Unified Services
Kurt Baker, Director
310 Dewey Street
Wisconsin Rapids, WI 54494
(715) 421-0880

Additional Resources and Work Experience Bibliography

Child Labor Law Resources

Information on Wisconsin Child Labor Laws is available from

James L. Stelsel, Director
Labor Standards Bureau
Department of Industry, Labor, and Human Relations
201 East Washington Avenue
Madison, WI 53702

Legal Citations

Sections 103.64 – 103.82, Wis. Stats.

Chapter Ind 70, Child Labor, Wis. Admin. Code

Chapter 104, Wis. Stats.

Chapter Ind 72, Minimum Wages, Wis. Admin. Code

Brochures

Guide for the Employment of Minors
Equal Rights Division, May 1984
DILHR-ERD - 4758

Wisconsin's Labor Standards Law
DIHLR-ERD-4906, May 1984

Chemical Dependency Resources

Write to your state authority on drug abuse or the prevention coordinator in your state capital for free federal publications on drug abuse. Additional sources follow.

National Clearinghouse for Drug Prevention
Drug Abuse Information
5600 Fishers Lane
Room 10A 53
Rockville, MD 20857

"Marijuana and Health," "Marijuana Research Findings." Pamphlets. Single copy of each free.

"Drug Abuse Prevention for You and Your Friends." Booklet. Single copy free.

Center for Study of Non-Medical Drug Use
2317 M. St. NW
Washington, DC 20012

"The Marijuana Laws–State and Federal Penalties." Fact Sheet. Single copy free.

Do It Now Foundation
Freebie Dept.
P.O. Box 5115
Phoenix, AZ 86010

"Unbiased Facts," "Medical Uses of Cannabis," "New Facts about Marijuana" Pamphlets. Single copy free with self-addressed, stamped, business envelope.

Vista Hill Foundation
3420 Camino del Rio North
State 100
San Diego, CA 92018

"Marijuana: A New Ball Game?" Newsletter. Single copy free.

Institute of Behavioral Research
Texas Christian University
Ft. Worth, TX 76129

"Marijuana: Q & A" Booklet. Single copy, 50¢.

Addiction Research Foundation
33 Russell St.
Toronto, Ontario, Canada M5 S 2S1

"Drug Abuse." Fact sheet. Prepaid, 70¢ per set.

Narcotics Education, Inc.
City Dept. CH
6830 Laurel St., NW
Washington, DC 20012

Pamphlets: "Is Marijuana Really All That Bad?" "What Marijuana Really Does," "Sex, Marijuana and the Unborn Child," "Our Most Dangerous Drugs." Set of four, $1.00.

Health Communications Inc.
2119 A Hollywood Blvd.
Hollywood, FL 33020

"A Guide of Drug Information." Booklet. Single copy $1.00 prepaid.

American Council on Marijuana
521 Park Avenue
New York, NY 10021

"Marijuana Today." Booklet. Single copy, $1.95.

Wisconsin Clearinghouse
1954 E. Washington Avenue
Madison, WI 53704

"Mood Altering Chemicals Series." Fact sheets. Package of 13, $2.00.

CompCare Publications
2415 Annapolis Lane
Suite 140
Minneapolis, MN 55441

"The Adolescent Chemical Dependency Chart." Pamphlet. Single copy, $1.60.

"The Drug Abuse Information Center," Pamphlets by Channing L. Bete. Set of eight, $1.85.

I Never Saw The Sun Rise. Donlan, Joan. Paperback, $6.55 postpaid.

Marijuana Maze. Pascal, Harold. Hazelton Foundation, Literature Department, Box 176, Center City, MN 55012. Paperback, $2.50 postpaid.

Bibliography

American Council of Life Insurance. *Making the Most of Your Money*. Washington, D.C.: Education and Community Services, 1978. 48 pp.

Anderton, Nancy. *Forms*. Belmont, CA: Fearon Education, David Lake Pub.

Anema, Durlynn. *Don't Get Fired – 13 Ways to Hold Your Job*. Hayward, CA: Janus Book Pub., 1978. 62 pp.

Anema, Durlynn. *Get Hired – 13 Ways To Get A Job*.
Hayward, CA: Janus Book Pub., 1979. 64 pp.

Bingham, Edmundson Stryker. *Challenges: Young Men*. St. Paul, MN: Advocacy Pr. 1983.

Bingham, Edmundson Stryker. *Choices: Young Women*. St. Paul, MN: Advocacy Pr., 1983.
Bishop, Richard. *Job Search, Seizure, Survival*. Bloomington, IL: McKnight Pub. Co., 1976, 71 pp.

Changing Times Education Service, eds. *Money Management (Kit)*. St. Paul, MN: E.M.C. Publishing

Consumer Affairs Workbook. Milwaukee, WI: Ken Cook Co., 1972. 121 pp.

Finding a Job/Keeping a Job (Class Set). Belmont, CA: Fearon Education, David Lake Pub.

Finn, Peter. *Kids and Alcohol*. Cambridge, MA: Abt, Associates, 1976. 20 pp.

Fishco, Dan T. *Finding Work*. Chicago, IL: Follett Pub., 1977. 64 pp.

Fishco, Dan T. *Job Interview*. Chicago, IL: Follett Pub., 1978. 64 pp.

Follett Success Skills Series Books. New York, 1984.
Titles include: *The Money You Spend; The Jobs You Get; The Friends You Make; Wanting a Job; Starting a Job; Hold a Job; The Town You Live In; The Person You Are; The Family You Belong To; Training for a Job; Looking for a Job;* and *Changing a Job.*

Fruehling, Rosemary T. *Working at Human Relations.* New York: McGraw Hill, 1977. 136 pp.

Full Time Employment. Milwaukee, WI: Ken Cook Co., 1971. 141 pp.

Goach, Bill G. *The Work Book.* Alsip, IL: American Technical Inc., 1979. 140 pp.

Goach, Bill. *Work: Pathway to Independence.* Chicago, IL: American Technical Society, 1979. 429 pp.

Goldsweig, Beryl. *Trackdown.* New York: Scholastic Magazine, 1970. 96 pp.

Goltry, M. *Forms in Your Future.* New York: Globe, 1985. 105 pp.

Handel, Ruth. *Real Life Employment Skills.* New York: Scholastic Book Service, 1978. 127 pp.

Healy, Charles C. *Careers on Focus–Discovering You.* New York: McGraw Hill, 1976. 111 pp.

Hennegan, Charles T. *Creating Your Future.* Waco, TX: Educational Achievement Corp., 1972. 44 pp.

Herbet, Judith. *Consumer Economics.* New York: Scholastic Book Service, 1980. 127 pp.

Hero, Edwin. *Your Working Life, A Guide to Getting and Holding a Job.* New York: McGraw Hill, 1980.
448 pp.

Herzog, Betty. *Banking.* Chicago, IL: Follett, 1980.
60 pp.

Herzog, Betty. *Child Care.* Follett Coping Series. Chicago, IL: Follett, 1981. 64 pp.

Herzog, Betty. *Keeping a Job.* New York: Follett Coping Skills Service, 1982. 64 pp.

Hooker, Dennis and Almut. *Life Skills: Me and Jobs.* New York: Educational Design, 1982. 92 pp.

Hooker, Dennis and Almut. *Life Skills: Me and Others.* New York: Educational Design, 1979. 93 pp.

Jew, Wing. *Janus Job Planner.* Hayward, CA: Janus, 1976. 88 pp.

Kahn, Charles H. *Going Places With Your Personality.* Belmont, CA: Fearon Education, David Lake

Kahn, Charles H. *Money Makes Sense.* Belmont, CA: Fearon Education, David Lake, 1983.

Kahn, Charles H. *Using Dollars and Sense.* Belmont, CA: Fearon Education, David Lake, 1983.

Kessler, Rikki, Joyce Freedland, and Cynthia Lewin. *Writing for Life II.* New York: Globe, 1985. 92 pp.

Kimbrell, Grady. *Entering the World of Work.* Bloomington, IL: McKnight, 1978. 320 pp. (A 240-page activities set is also available from this publisher.)

Kimbrell, Grady. *Succeeding in the World of Work.* Bloomington, IL: McKnight, 1975. 320 pp.

King, Carol L. *Buying with Sense.* Belmont, CA: Fearon Education, David S. Lake, 1980.

Lakewood Schools, Ohio State University. *Dealing with Aggressive Behavior.* Cleveland, OH: Title III, ESEA Project, 1971. 226 pp.

Lazes, Roberta, and Gertrude Lang. *Making Math Count.* New York: Globe, 1981. 172 pp.

Lott, Catherine. *How to Land a Better Job.* Lincolnwood, IL: V.G.M. Career Books.

Lynch, Richard. *Getting the Job.* New York: McGraw Hill, 1977. 136 pp.

McCune, Donald. *Getting Medical Assistance.* Chicago, IL: Follett, 1977. 63 pp.

McHush, John. *Interviewing for Jobs (Teacher Set).* St. Paul, MN: EMC Publishing, Changing Times Education Service, 1981.

Mitchell, Joyce. *The Work Book.* New York: Bantam, 1978. 234 pp.

Motor Vehicle Manufacturers Assoc. *America on Wheels.* Detroit, MI, 1974. 140 pp.

Murphy, John G. *How We Live and Work.* Old Greenwich, CT: National Schools Committee for Economic Education, Inc., 1979. 88 pp.

Perlonuttes, Deborah. *How to Write a Winning Resume.* Lincolnwood, IL: V.G.M. Career Books.

Roberts, Kathleen, Sally Griffith, and Bee Caldwell. Preparing for Your Career Series, activity sheets on spirit masters include: *Job Thinking; Finding a Job; The Interview; Job Information; Leaving a Job; Applying for a Job; Career Awareness; Self Awareness;* and *Personal Independence.* Fairfield, NJ: Cebco Standard.

Saalback, William F. *The Consumer and Current Issues.* Toronto, Canada: Laidlaw Brothers, 1974.
91 pp.

Saalback, William F. *Consumer Rights and Protection.* Toronto, Canada: Laidlaw Brothers, 1974. 91 pp.

Saalback, William F. *Economics for the Consumer.* Toronto, Canada: Laidlaw Brothers, 1974. 93 pp.

Schapiro, Jeri. *Dollars and Sense.* New York: Scholastic Book Services, 1977. 80 pp.

Schapiro, Jeri. *Driving.* New York: Scholastic Book Service, 1976. 71 pp.

Schapiro, Jeri. *The Jobs Books: How to Find and Keep a Job.* New York: Scholastic Book Services, 1976. 94 pp.

Schrank, Louise Welsh. *Life Plan.* Lincolnwood, IL: V.G.M. Career Books, 1980.

Starkey, Carolyn, and Norgina Penn. *You, the Buyer.* New York: Globe, 1984. 120 pp.

Turner, Richard. *The Money You Spend.* Chicago, IL: Follett, 1974. 48 pp.

Vdvari, Stephen S. *Where to Go, Who to See. What to Do.* Austin, TX: Steck/Vaughn, 1973. 96 pp.

Vdvari, Stephen S. *Working With Others.* Austin, TX: Steck/Vaughn, 1973. 80 pp.

Weagraff, Pat J. *Making Career Decisions.* New York: McGraw Hill, 1978. 136 pp.

Wilson, Maurice. *Growing on the Job.* New York: McGraw Hill, 1977. 136 pp.

Notes:

5 OTHER PROVISIONS

● MEAL PERIODS

All minors under 18 years of age must have at least a 30-minute meal period near the usual times of 6 a.m., 12 noon, 6 p.m. and 12 Midnight. No minor may be employed more than 6 consecutive hours without a meal period.

● MINORS EXEMPT FROM SCHOOL ATTENDANCE

Minors 16 and 17 years of age who are either high school graduates or who are otherwise exempt from school attendance **still must** have child labor work permits. However, they may be employed at the same daily and weekly hours and times of day as adults. In addition, high school graduates under 18 are exempt from employments generally prohibited to minors.

● IN CASE OF EMPLOYMENT-RELATED INJURY

Double compensation may be assessed under Wisconsin's Worker's Compensation Law against an employer when a minor is injured and has been employed without a work permit.

Treble compensation may be assessed when a minor is injured and has been employed in a job prohibited by statutes, regardless of whether a permit was issued. (See list of prohibited employment inside.)

● LIQUOR

There are restrictions on employing minors in places where liquor is either manufactured, bottled, stored, sold or given away. Minors 14 years of age and older may be employed in such places, but can not serve, sell, dispense or give the liquor away. Ask the Equal Rights Division for a copy of the regulations which govern where liquor is available.

● PENALTIES

Any employer who employs a minor in excess of the maximum hours of labor, or in violation of the time of day restrictions, shall be required to pay each minor double the regular rate of pay for all hours worked in violation each day or each week, whichever is greater. This penalty is in addition to wages already paid and any other statutory penalties which may be assessed.

An employer also may be fined from $10 to $100 for each violation of the Wisconsin Child Labor Law or orders of the department. Each day a violation occurs may be counted as a separate violation.

Any parent who permits his or her child to be employed in violation of the Wisconsin Child Labor law may be fined from $5 to $25, or imprisoned up to 30 days, for each violation.

● AGE CERTIFICATES

Age certificates are not required of adults 18 years of age and over, but may be issued upon request. Such certificates serve as conclusive proof of age in any proceeeding under the state's labor laws.

● APPLICATION OF FEDERAL LAW

A permit does not authorize employment contrary to the child labor provisions of the federal Fair Labor Standards Act, or the federal Walsh-Healey Public Contracts Act.

Employers subject to coverage by both state and federal laws regulating the employment of minors must comply with the more stringent provisions of the two laws. For example, if state and federal minimum wage rates are different, an employer must pay the higher of the two rates. **The federal child labor regulations do not automatically supercede state provisions.**

Further information about the provisions of federal laws may be obtained from the United States Department of Labor, Wage and Hour Office, 310 W. Wisconsin Ave., Suite 1280, Milwaukee, WI 53203, 414-291-3585, or 212 E. Washington Ave., Madison, WI 53703, 608-264-5221.

This pamphlet only summarizes highlights of Wisconsin's Child Labor laws and regulations in effect on the date shown on the cover. The information is not comprehensive, nor does it reflect any changes made after the cover date. A copy of the complete child labor regulations—Wisconsin Administrative Rules Chapter IND 70—is available from Document Sales, 202 S. Thornton Ave., Madison 53702 as part of a package of labor standards codes for $2.00 for the set. Additional information on the employment of workers, including minors, is contained in "A Summary of Wisconsin's Labor Standards," available from the Equal Rights Divison at no cost.

DILHR **Equal Rights**

P.O. Box 8928
Madison, Wis. 53708
608-266-6860

819 N. 6th St.
Milwaukee, Wis. 53203
414-224-4384

Whenever you need a job, or need a worker, contact your nearest Job Service office.

JOB SERVICE WISCONSIN

WISCONSIN DEPARTMENT OF INDUSTRY, LABOR AND HUMAN RELATIONS

GUIDE FOR THE EMPLOYMENT OF MINORS

Equal Rights Division Jan 1986

DILHR-ERD-4758

CHECKLIST FOR EMPLOYERS HIRING YOUTH

(Make sure your answers to all of the following questions are YES to be in compliance with state law and to avoid penalties.)

YES

- Is the youth under age 18? ☐
- Is the youth at least 12 years old for jobs in agriculture, school lunch programs, street trades, or to work as caddies, or at least 14 years old for all other jobs? ☐
- Does the youth have a child labor permit for **your** place of employment? ☐
- Have you agreed to reimburse the youth for the $1 child labor permit fee by no later than the first pay check? ☐
- Have you reviewed the **current** state rules setting maximum hours of labor and time restrictions for youth, by age? ☐
- Have you reviewed the **current** rules listing employments prohibited to youth, according to age? ☐
- Do you provide at least a 30-minute meal period at least once in 6 hours? ☐
- Are you paying wages at least equal to the higher of the state or federal minimum wage rates? ☐
- Are you paying male and female minors the same pay for the same work? ☐
- Have you reviewed the recordkeeping requirements of the state child labor and minimum wage rules? ☐

RECORDS WHICH EMPLOYERS MUST KEEP

Employers must keep the following records under the child labor law for at least 3 years for each employe:

- Name & address
- Date of birth
- Dates employment began & ended
- Time work began & ended
- Total hours worked daily & weekly
- Rate of pay for each payroll period
- Wages paid each payroll period
- Amount & reason for each deduction
- Output of employe, if paid on other than a time basis.

In addition, the time each meal period began and ended also must be recorded when meal periods are required for employes, or when meal periods are deducted from the work time. This information is not required when work is such that production or business activity ceases on a regularly-scheduled basis.

SUPERVISOR'S CHECKLIST FOR ORIENTING NEW EMPLOYES

As a general rule, the earlier that new employes "learn the ropes," the sooner they fit in and begin producing. Here are some topics which supervisors may wish to review with new workers:

Introduction to coworkers.
Company operations and activities.
Building or plant layout, to include cafeteria(s), entrances, fire exits, bulletin boards, rest rooms.
Parking lot locations, policies.
Starting and quitting times, lunch periods, shifts, breaks, pay dates and procedures, likelihood of overtime, other forms of compensation.
Policies on reporting and avoiding accidents, how to obtain emergency medical care.
Rules on use of telephone, and dress and attendance standards.
When and whom to call when ill, or for unexpected absences.
Public contact guidelines.
Written job description, blank copy of performance evaluation form, unit organization (provide copies of each).
Performance standards.
First work assignments.
Training to do the job.
Person(s) to whom to go for help.
Procedures for obtaining tools, supplies.

Then:
Check periodically on work performance.
Counsel employe on regular basis on how he or she is doing.
Discuss employe's adjustment to work and unit with worker on regular basis.
Acknowledge good performance.

CHECKLIST FOR YOUTHS APPLYING FOR A CHILD LABOR PERMIT

(All answers to the following questions should be YES to avoid delays in the issuance of your permit.)

YES

- Are you at least 12 years old for jobs in agriculture, school lunch programs, and street trades, or to work as caddies, and at least 14 years old for all other jobs? ☐
- Do you have an offer of employment in writing? ☐
- Will your work involve *other than* agriculture, apprenticeship, domestic service, or volunteer work? ☐
- Do you have proof of your age such as a birth record or baptism certificate? ☐
- Do you have a letter from your parent or guardian consenting to your employment (or have they countersigned the employer's letter offering the job)? ☐
- Is your employment permitted by regulations according to your:
  - age? ☐
  - nature of duties? ☐
- Do you have the $1 fee (either advanced, or to be reimbursed, by the employer)? ☐

1 WORK PERMITS

The requirement for each youth under 18 to have a work permit before beginning a specific job is the state's way of insuring that state laws are being followed, and that both the employer and the youth are aware of the laws.

Every employer who hires a youth between 12 and 18 years of age, or who permits the minor to work at a gainful occupation, must insure that the youth has a valid work permit. **There is no exemption for married youth or high school graduates.**

There are six exceptions where work permits are not required.

- **Agriculture** (but minors engaged in agriculture **remain covered** by hours of labor, time of day and prohibited employment regulations explained elsewhere)
- **Apprentices** (if indentured under the Wisconsin Apprenticeship Law, Chapter 106 of Wisconsin Statutes)
- **Domestic service** (if the work is performed in or around the home of the employer, and not in connection with, or a part of, his or her business, trade or profession)
- **Volunteer work** (if volunteer work is for nonprofit organizations where no employer-employe relationship exists)
- **Public entertainment** or exhibition
- **Street trades** (only for nonprofit organizations who are fund raising)

Parents employing their own children 12 years of age or older in connection with their trade or business **must secure work permits** and comply with all other provisions of the Child Labor and Street Trades Laws of the state.

The only exceptions are that the child labor regulations do not apply to minors employed on their own home farm, outside school hours, and directly for their parents or guardians or on another farm with the consent of the minors' parents or guardian where the farm work is primarily for exchange purposes.

Here again, although minors engaged in agriculture do not need work permits, **they are covered by hours of labor, time of day, and prohibited employment regulations.**

Work permits may be obtained by contacting one of the state's more than 1,200 child labor permit officers, most of whom are located in school offices.

The permit officer should be furnished with the following before a work permit can be issued:

- Proof of age (for example, a birth record or baptismal certificate)
- Letter from employer stating his or her intention to employ the minor.
- Letter from a parent or guardian consenting to the employment (or parent or guardian may counter sign the employer's letter)
- A permit fee of $1 to be paid by the employer. (If the minor advances the fee, the employer must reimburse the minor not later than the first pay check.)

The permit officer **may refuse** to issue a permit to a minor who seems physically unable to do the work, or when, in his or her opinion, the permit officer determines that the refusal is in the best interests of the minor.

If a permit is refused, the minor or his parent or guardian may contact the Equal Rights Division of the Department of Industry, Labor and Human Relations and explain why the refusal is considered to be unjust.

A permit officer must refuse to issue a permit to a minor for any employment prohibited by the state's Child Labor regulations.

These officers also issue **street trades permits,** which are required for minors engaged in selling, offering for sale, soliciting or collecting for, displaying or distributing newspapers, magazines, any article, goods, merchandise, commercial service, circulars, or posters, or shoe shining on any street, in any public place, or from house to house.

Nonprofit organizations who are engaged in fund raising and where no employer-employe relationship exists are exempt from street trades permits.

2 MAXIMUM HOURS AND TIMES MINORS CAN WORK

Minors 12 through 15:

All:

Not before 7 a.m. or after 8 p.m. on nights preceding school, or

Not before 7 a.m. or after 9:30 p.m. on days not preceding a school day and during school vacation.

And if Non-agriculture:

Not more than: 8 hours a day, or
24 hours a week during school terms, or
40 hours a week during vacations, or
6 days a week.

Note: week means calendar week.

Minors 16 and 17: 207

Non-agriculture:

And

Not before 6 a.m. (5 a.m. if agriculture) or after 12:30 a.m. on any day except where under direct adult supervision, and also provided that, on days preceding school, they receive at least 8 consective hours of rest between the ending of work and the beginning of school.

Minors 16 and 17 may work in other than agriculture more than the set hours per day and week on a **VOLUNTARY** basis during weeks they are not required to attend school, but they must receive time and one-half the regular rate of pay for all hours worked over 10 in a day, or over 40 hours a week, whichever is greater. Exempted are apprentices receiving classroom instruction.

In no case may minors be employed more than 50 hours a week except in canning and freezing industry establishments.

4 EMPLOYMENT GENERALLY PROHIBITED TO MINORS

Specific rules for the kinds of work minors are prohibited from doing, because the jobs have been found to be detrimental to their health or well-being, are provided in the state's Child Labor Law and federal child labor regulations.

Employes who are considering hiring minors for any of the following occupations should contact the Equal Rights Division of the Wisconsin Department of Industry, Labor and Human Relations for information about specific prohibitions.

When contacting the department, please mention **IND 70.06 AND THE SECTION NUMBER** noted at the end of each of the following listings:

Prohibited to all minors:

Amusement parks, street carnivals and traveling shows (Section 1)
Bakery machines (Sec. 2)
Brick, tile and related products (Sec. 3)
Coal mining (Sec. 4)
Cooperage stock mill (Sec. 10)
Excavation operations (Sec. 5)
Explosives (Sec. 6)
Hoists and hoisting apparatus (Sec. 7)
Lath mill (Sec. 10)
Lifeguards, swimming instructors and aids (Sec. 8)
Liquors, whether selling, serving, dispensing or giving away (Sec. 9)

208

Not more than: 8 hours a day, or
40 hours a week during school terms, or
50 hours a week during school vacations, or
6 days a week
Note: week means calendar week.

The time of day restrictions for this age group do not apply to minors employed in street trades as station captains or delivery clerks incidental to street trades.

Agriculture:

Minors 12 through 17 may be employed more than the permitted hours of labor per week on a **VOLUNTARY** basis during peak periods **ONLY.** During these peak periods, time and one-half the regular wage must be paid for all overtime hours worked each week in excess of 50 hours per week.

3 EMPLOYMENT GENERALLY PERMITTED MINORS

12 years of age and up:

Agriculture (see prohibited occupations for exemptions)
Caddies
Casual employment at private homes (babysitting, lawn mowing, leaf raking, snow shoveling and similar jobs)
Fur farm
Newspaper carriers
Parents' business (if not prohibited in state rule Ind 70.06)
School lunch programs
Street trades

14 years of age and up:

Airports (also see prohibited occupations)
Amusement centers
Arenas
Auditoriums
Bakeries
Ball parks
Billiard halls
Bowling alleys
Caddies
Camps
Car Washes
Coliseums
Clubhouses
Drive-ins
Feed Mills
Garages
Gas Stations
Greenhouses
Grocery stores
Gun clubs
Hospitals (no personal patient care)
Hotels
Karting tracks
Laundries
Mercantile establishments
Motels
Nursing homes (no personal patient care)
Poolrooms
Private clubs
Offices (administration)
Resorts
Restaurants
Retail stores (cashiering, selling, marking, etc.)
Roller rinks
Schools
Stadiums
Supermarkets
Tree trimming

16 years of age and up:

Building trades (also see prohibited occupations)
Canning factories
Construction
Factories (also see prohibited occupations)
Life guards
Swimming instructor aides
Warehouses

Minimum Hourly Wage Rates

	Youth	Adults
Non-Agricultural Jobs:		
As of Jan. 1, 1981	**$2.90**	**$3.25**
Agricultural Jobs:		
As of Jan. 1, 1981	**$2.70**	**$3.05**
If Working for Tips:		
As of Jan. 1, 1981	**$1.65**	**$1.95**

Logging (Sec. 16)
Metal forming, punching, and shearing power-driven machinery (Sec. 11)
Mining (other than coal) (Sec. 12)
Motor vehicle driver and outside helper (Sec. 13)
Paper products machines (Sec. 14)
Radioactive substances and ionizing radiations, exposure to (Sec. 15)
Roofing (Sec. 16)
Saws, circular, chain and band (Sec. 17)
Sawmill (Sec. 10)
Shears, guillotine (Sec. 17)
Shingle mill (Sec. 10)
Ski hills or ski resorts (Sec. 1)
Strikes, lockouts (any job) (Sec. 19)
Woodworking power-driven machines (Sec. 20)
Wrecking, demolition and shipbreaking (Sec. 21)

Under age 16:

Agriculture (unless employed on own home farm outside school hours for parent or guardian, or on another farm with permission of parent or guardian if primarily for exchange purposes) (Sec. 22)
Airports, on or about landing strip, taxi or maintenance apron (Sec. 23)
Communications or public utilities, occupations in connection with (Sec. 34)
Construction, including demolition and repair (Sec. 34)
Gun clubs, skeet and trap loaders (Sec. 24)
Hoisting apparatus, operation or tending of (Sec. 25)
Hospitals, nursing homes and personal patient care (Sec. 26)
Manufacturing (Sec. 27)
Messenger service, public (Sec. 32)
Mining (Sec. 27)
Power-driven machinery (light), in the operation of or assisting in the operation of:
- Lawn and garden equipment including sidewalk type snow blowers, unless in or near home of employer and not in connection with his trade or business
- Machines (drill presses, grinder wheels, lathes and portable power-driven machinery)
- Welding, light (including spot welding in manufacturing operations)

(Sec. 28 for all of above)

Power-driven machinery, operation or tending of, other than office machines (Sec. 25)
Processing (Sec. 27)
Storage (Sec. 34)
Street carnivals and traveling shows (Sec. 34)
Warehousing (Sec. 34)

WAGE DEDUCTIONS

Employers are required to state clearly on each employe's paycheck, pay envelope or other accompanying paper the number of hours worked, the rate of pay, and the amount of, and reason for, each deduction.

The only exception is where the employe has requested a deduction for personal reasons. In those cases, the deduction may be labeled "miscellaneous" or similarly disguised.

Employers may use a reasonable coding system in listing all deductions.

Employers can only deduct for loss, theft, damage or poor workmanship as provided under 103.455 Wis. Statutes.

WAGE PAYMENT

In general, employers must pay all workers at least once a month. Exempted from such requirements are employers engaged in logging operations and farm labor. Employes engaged in logging operations and farm labor must be paid no less often than at regular quarterly intervals.

Employes who quit their jobs — except sales agents employed on a commission basis — must be paid in full within 15 days of the date of termination, and any employe who is discharged shall be paid in full within 3 days.

WEIGHT LIMITS

Wisconsin law does not set any limits on the amount of weight that employes can be required to lift or carry in their jobs.

However, employers have the responsibility to make sure that the weights employes lift or carry are reasonable, and are within the capabilities of each worker. Employers are required to carry worker's compensation insurance, and employes who are injured in connection with their work may file claims.

211

BEST COPY AVAILABLE

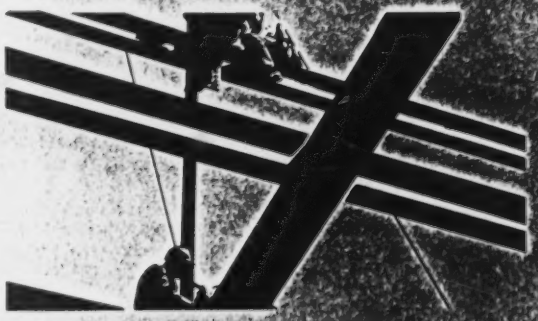
WORKER'S COMPENSATION

Wisconsin's worker's compensation program provides for medical and money benefits to employes injured by reason of their work, and for death benefits, if their death was job-related, for their dependents.

The law covers both mental and physical harm from either an accident or an occupational disease. Employes of all private and governmental employers are covered, as are workers in charitable organizations.

Unlike unemployment compensation, where payments are issued by the state from employer-financed reserves, employers carry private insurance for job injuries, and a few are authorized to pay claims directly from their own funds. The state supervises all job injury payments to insure they are made promptly and properly.

To obtain additional information, write or visit the Worker's Compensation Division, 201 E. Washington Ave., Madison 53702 (or P.O. Box 7901, Madison 53707) or 819 N. 6th St., Milwaukee 53203. Ask for a copy of "Facts for Injured Workers About the Wisconsin Worker's Compensation Law" (WC-18).



DILHR

To file claims or complaints, or to obtain more information about any of these provisions, contact the department's Equal Rights Division (except where otherwise noted) at either of these locations:

201 E. Washington Ave.
Room 403
Madison, Wis. 53702
(Or P.O. Box 8928,
Zip 53708)
608-266-6860

819 N. 6th St.
2nd Floor
Milwaukee, Wis. 53203
414-224-4384

Offices are open 7:45 a.m. to 4:30 p.m. Monday thru Friday.

WISCONSIN'S LABOR STANDARDS LAWS

DILHR Equal Rights

DILHR ERD-4906

MAY 1984

The Wisconsin Department of Industry, Labor and Human Relations administers a number of labor standards which vary considerably in their coverage and requirements.

Employers covered by these standards also may be subject, in some cases, to similar federal laws and regulations as well. In cases where the laws contain different requirements, and the state regulations are more stringent, the department is required by law to enforce the state regulations. Federal laws do not preempt state regulations in these cases.

The following information summarizes Wisconsin's labor standards requirements at the time this pamphlet was published. Requirements may change due to changes in state laws or rules, or as a result of judicial or administrative interpretations. The Equal Rights Division can explain any changes which may have occurred after this pamphlet was printed.

Subjects are listed below in alphabetical order.

Not All Workers are Protected

HOW THESE VARIOUS LABOR STANDARDS APPLY IN SPECIFIC CASES DEPENDS ON SOME OR ALL OF THE FOLLOWING CONDITIONS:

- Type of industry
- Type of work performed
- How employed (contract, commission, etc.)
- Employe's age

EMPLOYMENT OF MINORS

Minors under age 12 are not permitted to be employed at any time.

The state requires every employer who hires a minor between ages 12 and 18, or who permits a minor to work at any "gainful occupation," to insure that the employer has a valid work permit issued by the state for that minor. The only exceptions are agricultural work, apprenticeships, domestic service, public entertainment and volunteer work for non-profit organizations.

Minors also are protected by other laws and regulations which restrict their hours of labor, the time of day they may work, and the types of work they may do, depending on their ages.

Because of the length and complexity of these rules, please refer to the "Guide for the Employment of Minors" (DILHR-ERD-4758) for more details. The guide is published by the Equal Rights Division.

The complete child labor rules (Chapter IND 70) may be purchased at Document Sales & Distribution, 202 S. Thornton Ave., Madison, between the hours of 7:30 a.m. and 4 p.m. Monday-Friday. For mailed orders, the address is P.O. Box 7840, Madison 53707. The current cost of the rules is $2.10. An upkeep service for future changes is available for an additional $2.10. Payment must accompany orders.

(Also see special provisions under LIQUOR.)

FAIR EMPLOYMENT

State law prohibits discrimination in employment, promotion and employment benefits against any qualified person because of sex, race, handicap, age (if between 40 and 70), creed, color, national origin, ancestry, sexual orientation, marital status and in most cases arrest record and conviction record. Ask the Equal Rights Division for a copy of Wisconsin's Fair Employment Law (ERD-4531).

LIE DETECTORS AND HONESTY TESTING

The only device permitted for use to test a person's honesty is the polygraph, or lie detector, and its use is severely restricted by state law. A special bulletin on "Unfair Honesty Testing" lists the restrictions in detail and is available from the Equal Rights Division upon request.

Voice-stress analysis and psychological stress evaluation, or similar devices, are totally prohibited for use by employers with either employes or prospective employes.

LIQUOR

Wisconsin restricts the employment of minors under age 18 wherever liquor is sold, with certain exceptions. The restrictions vary, depending on the age of the minor employe and the type of establishment.

Generally, no one under age 18 can be employed anywhere liquor is either manufactured, bottled, stored, sold or even given away. The only exceptions are:

Minors 14 years and older may be employed in:

- Establishments where liquor is dispensed if the youth are not involved in serving, selling, giving away or otherwise dispensing liquor. These jobs may be in such establishments as hotels, motels, summer resorts, clubhouses, bowling alleys and restaurants. Minors in this age group may work as bus boys or girls in clearing tables, or as waiters or waitresses which may involve taking drink orders, as long as the liquor is handled and served by an adult.
- Stores and wholesale warehouses in which liquor is sold if the liquor is sold only in sealed packages for consumption off the premises, the minor does not make the sale, and a licensed operator is present at all times the minor is employed.

There are additional state laws and local ordinances which restrict the access of minors to places where beer and liquor is present. They are administered by other agencies, and questions should be directed to them.

MEAL PERIODS

Employers are not required to provide meal periods to adult employes, but they are encouraged by the department to do so. **Employers must provide meal periods to all employes under age 18, however.**

Meal periods provided to minors must be at least 30 minutes in length, and reasonably close to the usual meal times of 6:00 a.m., 12 noon, 6 p.m. and 12 midnight, or near the middle of the shift.

No minor may be employed for more than 6 consecutive hours without a meal period.

Employers must pay all employes for "on duty" meal periods. An "on duty" meal period is one where the worker is not provided at least 30 minutes free from work, or where the worker is not free to leave the premises of the employer during a meal period.

Employers also are not allowed to require that meals be accepted as part of the worker's wages.

BEST COPY AVAILABLE

MEDICAL EXAMINATIONS

Employers can require applicants for employment, or employes, to take medical examinations. The employer must pay the costs of those examinations if they are a condition of being hired or remaining employed.

MINIMUM WAGES

Wisconsin sets minimum hourly wage rates which employers must use to pay minors under age 18 and adults.

The Wisconsin law applies to all private employers, including non-profit organizations, regardless of whether they are covered by the federal minimum wage law. Federal, state and local units of government are not covered.

A separate minimum wage rate exists for employes who receive tips or gratuities from patrons. Employers may pay wages under the schedule for "tipped employes" if they can establish by payroll records that, when tips and wages are added together at the end of a pay period, they at least equal the general minimum wage rate.

Deductions also may be made for board and lodging, within limitations which vary by type of employment and the employe's age.

Subminimum wages are authorized only to employers licensed by the department who employ handicapped persons, operate sheltered workshops or participate in bona fide student-learner programs. The rates set for such persons are fixed in relation to their ability, as determined by the department.

Subminimum wages also may be paid to student-employes of private colleges and universities for the first 20 hours of work each week. After that limit, the full minimum wage must be paid.

The minimum wage rates and rules are revised periodically by administrative rule. For detailed information about the current rates and regulations, please ask the Equal Rights Division for the Minimum Wage Poster (ER-39).

MINIMUM HOURLY WAGE RATES

	Youth	Adults
Non-Agricultural Jobs:		
As of Jan. 1, 1981	$2.90	$3.25
Agricultural Jobs:		
As of Jan. 1, 1981	$2.70	$3.05
If Working for Tips:		
As of Jan. 1, 1981	$1.65	$1.95

PENALTIES AND ENFORCEMENT

There are different penalties for violating different laws and rules. In general, however, violators may be assessed between $10 and $100 a day for each day of each violation of most of Wisconsin's labor standards.

In addition, employers also may be required to pay any wages that may be due the employe because of the violation.

Employers also may be penalized for employing a minor without a work permit or violating other child labor regulations.

Furthermore, if the violation resulted in the injury or death of a minor, double compensation may be assessed under the Worker's Compensation Law against an employer who employed the minor without a work permit. Treble compensation may be assessed when a minor was injured while employed in a job prohibited by statute, regardless of whether a work permit was issued.

These penalties can only be levied by the courts upon request of the State Justice Department and the State Department of Industry, Labor and Human Relations after investigation and attempts to settle disputes.

PERSONAL APPEARANCE

Employers are required at the time of hiring to notify each employe about any hairstyle, facial hair or clothing requirement.

PRIVATE EMPLOYMENT AGENCIES

The department licenses private employment agencies operating in the state, and sets standards for them in their fees, advertising, bonding and periodic reporting on activities.

Temporary help agencies, labor union hiring halls, theatrical and booking agencies, and employment counselors are not subject to this law.

Agencies which meet state standards are issued a license to operate. The Equal Rights Division can tell you whether a private employment agency is licensed or not.

RECORDS WHICH EMPLOYERS MUST KEEP

Employers must keep the following records under the minimum wage law for at least 3 years for each employe:

- Name & address
- Date of birth
- Dates employment began & ended
- Time work began & ended

SEATS FOR WORKERS

State law requires that manufacturing, mechanical and commercial establishments provide seats for workers when they are not actively engaged in work duties.

SHELTERED WORKSHOPS

Sheltered workshops employ handicapped persons. The department is authorized to permit them to pay their employes less than the minimum wage rates established by the state. Please refer to the MINIMUM WAGE section for details.

TERMINATION NOTICES/SEVERANCE PAY

State law does not require advance notice of termination of employment by either the employer or the employe. Factory employers only, however, may be subject to a payment penalty for discharging without notice if they require a payment penalty from the employe for quitting without notice. If such notice is agreed upon by both parties in advance, either in writing or implied, the person breaking the agreement may be subject to a civil action if brought by the aggrieved party.

UNEMPLOYMENT COMPENSATION

Employes who lose their jobs through no fault of their own, or who earn less than half-pay in a week, may be eligible to collect unemployment benefits.

Claimants generally will be required to register for work and be available for work while collecting benefits. There are minimum qualifications which must be met in order to collect the money. These can be explained by any Job Service office, or in "Claiming Wisconsin Unemployment Benefits" (UCB-10) which may be obtained there or by writing to the Job Service, P.O. Box 7905, Madison 53707.

VACATIONS AND SICK LEAVE

Employers are not required by Wisconsin law to grant vacations and sick leave to their workers, whether with pay or without. Such matters are determined entirely by written or unwritten agreement between the employer and the employe. Where such benefits have been agreed upon, however, the department may take action to recover as part of a wage claim.

OVERTIME PAY REQUIREMENTS

The state has a general overtime pay requirement. Workers, regardless of age, must be paid 1½ times the regular rate of pay for all hours worked in excess of 40 hours a week, if employed by factories, mercantile establishments, restaurants, hotels, motels and resorts, beauty parlors, retail and wholesale stores, laundries, express and transportation firms, telegraph offices and telephone exchanges.

Exempted from overtime pay requirements are certain administrative, executive, and professional employes, certain outside sales and commissioned employes, taxi cab drivers, certain employes of motor carriers who are covered by federal regulations, salespersons, parts personnel and mechanics employed by motor vehicle dealers, and apprentices receiving classroom instruction.

There is no required daily overtime pay for adults.

Whether daily overtime must be paid to minors under age 18 depends on whether the work is agricultural or nonagricultural, if school is in session, and how old the minor is. For additional information, please ask the Equal Rights Division for its "Guide For The Employment of Minors" (ERD-4758).

The Federal Minimum Wage Law, which is administered by the U.S. Dept. of Labor, may set overtime pay requirements for occupations or industries exempted by state law. **It is the responsibility of the employer to determine liability under both laws.** Contact the U.S. Labor Department, Wage and Hour Office, 301 W. Wisconsin Ave., Suite 1280, Henry S. Reuss Federal Plaza Milwaukee 53203, or Federal Center Bldg., 212 E. Washington Ave., Madison, Wis., 53703, for information.

- Total hours worked daily & weekly
- Rate of pay for each payroll period
- Wages paid each payroll period
- Amount & reason for each deduction
- Output of employe, if paid on other than a time basis.

Upon the request of an employe, employers must permit the employe to inspect certain personnel documents in the employe's personnel file. Please refer to Section 103.13, Wis. Statutes, for more detailed information.

In addition, the time each meal period began and ended also must be recorded when meal periods are required for employes, or when meal periods are deducted from the work time. This information is not required when work is such that production or business activity ceases on a regularly-scheduled basis.

REST PERIODS/DAYS OF REST/COFFEE BREAKS

State law does not require that brief rest periods, or coffee breaks, be provided to employes. Such matters are to be determined between the employer and the employe directly.

Rest periods or breaks of less than 30 consecutive minutes each shift are considered work time, and employers may not deduct from a worker's wages for them.

For most employments, Wisconsin sets no limits on the number of consecutive work days an employer may schedule.

For most work in factories and commercial establishments, there are limits established by the "One Day of Rest" law. That law generally provides that all employes in those establishments must be given 24 consecutive hours of rest in each calendar week.

However, the law does not provide that the rest must be given every 7 days. For example, an employer may legally schedule work for 12 consecutive days within a two-week period if the days of rest fall on the first and last days of the two-week period.

Minors under age 18, unless they are high school graduates or not required to attend school, are limited to 6 days of work a week in all employments under another law, and thus are not affected by this statute.

The "One Day of Rest" Law exempts certain specific employments in factories and commercial establishments from coverage. The department can explain to you which jobs are exempted.

Employers are permitted to ask the department to waive provisions of this law in unusual circumstances. Waivers generally are granted if representatives of both the employer and the employes make the request jointly.

WAGE CLAIMS

Employes have the right to file claims with the state for wages if there is a dispute with the employer in the amount of wages owed, or if an employer fails to pay the wages agreed upon for the time actually worked. Once a claim is filed, the state will seek to resolve the matter with the employer.

The department may take action on the following types of wage claims:

- Salaries
- Commissions
- Holiday pay
- Vacation pay
- Overtime pay
- Severance pay
- Dismissal pay
- Bonuses
- Supplemental unemployment compensation benefits when required under a binding collective bargaining agreement.
- Other similar advantages agreed upon between the employer and the employe.
- Other similar advantages provided by the employer to his employes as an established policy.

The department has no authority to take legal action on some claims, such as:

- Bills owing to you
- Independent contractors
- Out-of-state employers in some cases

As a matter of policy, union members who wish to file wage claims will be asked by the Equal Rights Division to have their claims submitted by their local union representatives. If the union cannot or will not take action, the Equal Rights Division then will accept the claim from the worker.

Persons filing a claim for wages must do so on a form furnished by the Equal Rights Division. This form may be obtained in person at the Madison or Milwaukee offices, or by mail. Claim forms also are available at most Job Service offices as a courtesy, but those offices do not process the claims.

There is a 2-year statute of limitations on the collection of wage claims.

WORK EXPERIENCE

DRAFT

RATIONALE

Most employers acknowledge that they prefer applicants who have successfully held a job before... applicants who have a positive work record and experiences worthy of being included on their resume. The Parker study also concluded that the importance of work experience cannot be overstated. When hiring, employers first look at work history and recommendations from previous employers.

During the last several years government agencies and private foundations have commissioned a number of panels to study what schools could do to better prepare youth for the transition from school to work. One of their key proposals was that earlier and more extensive participation in the world of work would facilitate transition to adult life. They believed that the workplace can offer experiences that the school and family cannot. They believed that working teaches youth needed lessons about work and that work experience will lead them to become more responsible, cooperative and participating members of society. These reports forward the following four arguments for school-supervised work experience.

1. The structure of authority in the school limits opportunity for self-management, initiative, and decision making. The structure of tasks in the school and the criteria by which rewards are allocated fail to nourish cooperation and a sense of responsibility to others. The capacities for both individual and social responsibility need to be exercised and expanded.

2. Children and adolescents are isolated from meaningful contact with older persons and spend too much time in the exclusive company of their agemates. This social arrangement keeps youth from adopting more adult perspectives. Students need more opportunities to learn about the roles adults fill, to acquire work habits, job skills, and worldly wisdom from adults in the workplace. Youth need to learn about the roles that prevail in the adult community and the kinds of deviations from norms that are tolerated. Finally, children and youth need to build up a supportive network of elders to whom they could turn for advice and help.

3. Many youngsters fail to acquire work skills needed to make the transition to adulthood. Inasmuch as lack of work experience and work skills are cited as factors that contribute to youth unemployment, earlier integration into the labor force should improve chances of being employed as young adults.

4. There is much to be learned from people and activities outside of school. If school is to concentrate on improving academic skills, other school settings must be relied upon more heavily to teach job skills and other practical everyday living skills.

Nationally, a great deal of emphasis is being placed on coordination between education and business. Work experience in the community is probably the most common example given for school/community cooperation. It is an excellent way of combining the best educational benefits of both the academic system and the larger community in which students live.

Work experience tied to the high school curriculum reduces the likelihood of a student dropping out and also the likelihood of joblessness for youth who do not later attend college. A school supervised and guided experience providing responsibility for a set of tasks, an opportunity to associate with adults, to learn certain skills, to earn money, and to manage time may all contribute to growing up and be necessary for a smooth transition to adulthood and successful employment.

School-supervised work experience does have the *potential* to develop greater self reliance, a more positive work orientation and a clear sense of identity. Because well planned work experience benefits youth, Education for Employment requires that all pupils have access to school-supervised work experience. Work experience is intended to make school more effective for *all* students...especially as it relates to their preparation for employment. All students leaving high school should possess two credentials: a diploma and a resume.

Work experience is a *method of instruction* that can be used to deliver each of the other six elements of Education for Employment. A *quality* work experience can provide an opportunity for students to practically apply basic skills. Via work experience students can learn what is meant by a store's "market" and by the term overhead; how net income differs from gross income; and how much an item would cost if bought on installment... all the practical application of economics. Similarly, work experience is a partnership, a proven vocational education methodology, a way to foster career planning and exploration, and a method of teaching employability skills and attitudes.

RULE AND DEFINITION RESTATED

Chapter PI 26 defines school supervised work experience as "a set of planned educational experiences, supervised by licensed school personnel, designed to enable learners to acquire attitudes, skills and knowledge for work and other life roles by participating in actual or simulated work settings related to in-school instructional programs" (26.02 (9)). It also specifies that "All pupils in grades kindergarten through 12 shall have *access* to an education for employment program which provides school-supervised work experience." "Work experience may include community field experiences relating to work in grades kindergarten through grade 12, more specific occupational training in grades 7 through 12, and paid work experience in grades 10 through 12" (26.03 (4) (b)).

INTERPRETING THE RULE AND DEFINITION

In order to provide the *quality* work experiences intended by Education for Employment, it is necessary to further dissect, analyze, and expand upon the rule/definition included in PI 26. As each phrase included in the rule/definition is analyzed, desirable program characteristics or considerations will be identified.

"PLANNED EDUCATIONAL EXPERIENCES"

Educators need to be as deeply involved in planning work experiences as they are in planning other educational activities. Work experiences youth obtained without the involvement of school personnel often provide little opportunity for self-management, initiative, decision making, or meaningful contact with older persons ..... the intended benefits of work experience identified in the rationale on page 1! Work experiences that provide little opportunity for decision making or cooperation with others are not likely to foster healthy independence or social responsibility. Jobs that have little connection with adults are unlikely to serve as effective bridges to adult employment. If work is to be a maturity enhancing experience, youth must work in the company of older persons who can serve as mentors and role models.

Schools must recognize that the profit motive is a major force in the workplace. When youth select jobs without *planning* assistance from the school or their parents/guardians, they tend to choose them on the basis of their economic payoff. Teachers have a responsibility to evaluate worksites on the basis of their educational payoff. Adolescents may need to be persuaded to forgo some amount of short-term earning in return for a payoff in long-term learning.

Educators need to plan work experiences (whether paid or unpaid, actual or simulated, short or long-term) to ensure greater variety in the job environment than may naturally occur. Job rotation permits more opportunity for experimentation, identity exploration, and mastery of new information and skills. Ways should be explored to permit novices a taste of more demanding jobs. They should be given an occasional shift to other jobs of equal or lower skill level for the sake of familiarization with the range of work in the organization. Youngsters who have proven themselves should be invited to attend occasional planning or policy meetings in order to increase their knowledge of how a business is run. These more throughly "planned educational experiences" are much more likely than "naturally occurring work experiences" to permit students to learn what they like and find interesting and what they do not; what they are good at and what they are not so good at.

Finally, the goals and objectives of work experience should be stated in terms that reflect understanding among everyone involved in the program. Work experience is not an end but rather a means to attain sound educational objectives; therefore, work experience sites should be developed on the basis of their potential for delivering long-term personal, social,

educational, and career development benefits.

"SUPERVISED BY LICENSED SCHOOL PERSONNEL"

Once a school-sponsored educational experience is *planned*, professional educators are responsible for guiding and overseeing its implementation. Even though employers become adjunct instructors, it's the educator's responsibility to manage their involvement. Primary responsibility for achieving educational outcomes continues to remain with the school! School staff will be required to develop learning sites, learning agreements, and learning plans; develop and facilitate discussions to promote reflection and interpretation; visit or accompany students while they participate in or perform work; establish and implement evaluation procedures; etc. *Supervision* also includes professional staff's involvement in planning work experiences. Use of work experience methodology requires a level of student-to-staff involvement which is no less intensive than any other educational methodology in use in the district.

Supervision should include assuring that school attendance be a condition for both obtaining and retaining a job (both during and after school hours). It should also include assuring that students maintain a satisfactory grade point average (GPA) as a condition for both getting and staying on the job. Teachers should be especially sensitive to clues that students who work are selecting easier courses or doing less well than they would if less time were being spent working. Similarly, school personnel should establish a cap on the number of hours that students work. Too many hours of work each week may detrimentally effect academic performance. A good rule of thumb would be no more than 15 hours of work per week. The cooperation of employers would be required in order to implement such conditions and limits. What a tremendous partnership this would represent!

As per argument number 3 on the first page of this document, work experience is intended to make students more employable in their early adult years. Yet, few youth who work during their school years keep a careful record of their employment. As an element of *supervision* students should be encouraged and assisted in asking employers to verify and evaluate job performance in a timely manner. Job evaluations that have a useful level of detail must be obtained while or shortly after a student is employed.

Personnel from the workplace who are called upon to interact with students involved in a work experience should receive a comprehensive orientation to their roles. Collaboration between these workers and the program staff should be maintained on a systematic basis for the duration of the experience. As part of their responsibility for *supervision* schools should assume full responsibility for the adequate training and recognition of all personnel who implement work experiences. Personnel from the workplace make a critical contribution. They need to be well informed about the program and what it is striving to accomplish. Further, they should play an active role in shaping the learning experiences. They will need to communicate who they are, what they do, and how they perceive the world; they need to communicate what educators cannot.

"Designed to enable learners to acquire attitudes, skills and knowledge for work and other life roles."

This segment of the definition for work experience simply identifies the abilities/qualities/competencies that should be *designed into* it. Specific employability skills, attitudes, and knowledges constituting the intended focus of Education for Employment are detailed elsewhere in this document. Work experience is one *method of instruction* which can be *designed to enable learners* to see the practical application of basic skills, learn employability skills and attitudes, specific vocational skills, etc.

"Other life roles" can be defined as self reliance (the capacity to make decisions and follow through with them), a positive work orientation (the capability of performing competently and autonomously), social responsibility (the concern for social entities larger than the self or the immediate family), and the general work habits, values, and attitudes expected of those involved in adult occupations.

Program *design* needs to ensure that students involved in paid work experience are made aware of the true cost of independent living. Use of one's entire paycheck for non-essential goods fosters materialism. As a consequence, both educators and parents should insist that a portion of the proceeds of paid work experience be saved for longer term needs. Student learners should also be encouraged to contribute a portion of their earnings to family expenses and charity.

Diversity is the hallmark of the *design* of work experience programs having career awareness and exploration as their purpose, and yet diversity should be an integral and important part of all experiential education. Diversity develops an awareness of the multiple applications of occupational skills and for the interdependence of the different jobs constituting the work force. By applying themselves to diverse tasks, learners become self-confident and less threatened by the challenges of the workplace.

"By participating in actual or simulated work settings"

Participation in or *performance of* work and related life roles represents the essence of work experience. *Paid* work experience helps ensure that students experience a true "employee/employer relationship" Employers tend to treat those who directly affect their "bottom line" differently than they do volunteers and/or observers. And yet the need to require productivity can detrimentally affect the educational value of a student's participation in the workplace. Employers will tend to be more willing to invest their time actually instructing students when the economic costs of doing so are minimized.

Studies have shown that community service work can be more beneficial than paid, part time, employment. Similarly, simulated settings provide an opportunity to afford more students the benefits of participating in work. Simulated settings can provide a more controlled education experience.

Schools should use the Education for Employment standard as an opportunity to improve the educational value of work students are now performing after school hours. One way of doing so is by more fully relating this experience to the *in school instructional program*.

"Related to in-school instructional programs"

Educators who use work experience must understand how to help learners prepare for the experiences, how to integrate experiential learning with other educational experiences, and how to assist participants in processing the experiences. One of the major aims of work experience is to make learning more meaningful. Simultaneous and/or follow-up opportunities for discussion and reflection must be viewed as a fundamental ingredient of *any* school supervised work experience.

Teachers can increase the educational value of students' work experiences by integrating discussions of these experiences into existing classes. Doing so helps guide and stimulate thinking of both the worker and the non worker about the world of work and adds an intellectual component to employment experiences.

".....access to an education for employment program which provides school supervised work experience"

"Access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s.66.30,Stats., and post-secondary education institutions.

The benefits to be derived from any experience depend upon the readiness of the prospective learner to acquire the knowledge, skills and attitudes for which the experience is designed. While work experience opportunities must be accessible to all students, selection of participants cannot be done on an open enrollment basis. Readiness must consider interests, aspirations, needs, and abilities, and readiness in terms of career, intellectual and social development. Nonetheless, **opportunities utilizing this methodology must be available to all students who need them and want them at one or more of the levels described in the following section.**

"Work Experience may include:

.....community field experiences relating to work in grades kindergarten through grade 12.

Short term activities to learn about work and related life roles by studying, observing and *participating in them* in an environment (actual or simulated) where those roles occur.

These short term activities should be an integral part of all subject areas, K-12. Their foci are *work* and *related life roles*. The methodology is unique in that instruction takes place where work and related life roles occur.

Field experiences in the community are not new. The objectives of many field experiences now routinely being used can easily be expanded to permit students to learn about work and related life roles. Additional experiences specifically designed to permit students to study, observe and participate in work can be developed and offered at minimal cost in most districts.

Field experiences need not be conducted in groups. Many students spend a large portion of their time in settings where work and related life roles occur. Students may already be routinely studying, observing, and participating in work without an opportunity to interpret and reflect upon these experiences. Through additional planning, design, and integration (elements described in previous sections) school personnel can capitalize on these experiences.

Objectives for this level of work experience might include:

To provide information on the many factors to be considered in the development of a logical career decision.

To assist students in understanding and exploring the many educational factors involved in career planning.

To assist students in developing a better understanding of relationships among themselves, family, community, school, and other persons.

To assist students to overcome historical role stereotyping, bias, and discrimination related to career development.

To assist students in recognizing the value and importance of education.

To assist students in improving the application of general education skills, including communicating skills.

"..... more specific occupational training in grades 7-12....."

Unpaid *opportunities* to learn about work and related life roles by studying, observing, and *performing them* in an environment (actual or simulated) where those roles occur.

Private sector employers involved in this type of work experience derive no immediate net advantage from the student's efforts. In essence, an employer in such a program is providing more than they receive in return (i.e. the net effect is that the student is a non-productive worker).

Work experience is the primary methodology used in a program at this level. Stated differently, the study, observation and *performance* of work and related life roles is the major objective of such a program.

Objectives for this level of work experience might include:

To provide students with opportunities for career exploration (including nontraditional occupations).

To assist students in developing attitudes of self-confidence and feelings of individual worth.

To assist students in developing general (generic) employability skills.

To assist students in developing and assessing competencies and attitudes that qualify them for other high school and/or post high school vocational programs or a job.

To assist students in developing a positive approach to accepting criticism for self-improvement.

To assist students in developing increased work maturity skills.

".....paid work experience in grades 10 through 12."

Paid opportunities to learn about work and related life roles by studying, observing and *performing them* in an environment where those roles *actually* occur. In paid work experience the employer derives an economic advantage from the student learner's *performance* of work. Although students at this level are still learning, they are productive employees.

Objectives for this level of work experience might include:

To assist students in developing job specific skills.

To assist students in completing their high school education.

To assist students in finding meaningful employment and making a satisfactory adjustment to life in the community upon leaving the formal school program.

To assist students in making the transition from school to work.

WORK EXPERIENCE EDUCATION
(A Method of Vocational Education)

Educational programs combining in-school instruction and practical work experience have been in operation in the United States since the beginning of the century. By using work experience as an educational methodolgy, employers actually become adjunct instructors in an extension of the traditional classroom setting.

As a methodology work experience develops positive partnerships between schools, business and industry and allows schools to help students learn skills on "state of the art" equipment. Work experience also gives business and industry a systematic opportunity to serve in an ongoing capacity by providing educators with first hand knowledge of the reality of the workplace. Teacher coordinators using work experience are required to keep pace with current trends of the workplace through regular contact and exposure to new developments as they coordinate the in-school and on-the-job components of the program.

Eventhough employers make a substantial investment in time and dollars in work experience training, they are offered some incentives. One is the opportunity to select desirable employees because of the orientation and screening provided through work experience. Employers can retain an enthusiastic worker trained by the company although they are under no obligation to employ any student completing the program.

School sponsored and supervised work experience also provides a direct link to Wisconsin's economic development. Through regular contact with business, teachers will recognize and begin to act upon employment needs. Also, when business and industry has direct contact with education it will be encouraged to financially support schools as they attempt to improve vocational education programs.

Expanding high quality work experience for Wisconsin's high school students is a priority of the Department of Public Instruction. Since passage of the Vocational Education Act in 1963, "cooperative education" has become synonymous with "high quality work experience" in Wisconsin. Cooperative education programs have been successfully meeting the vocational education needs of many students. However, access to these programs has been limited to students who have completed a comprehensive sequence of courses offered by one of the vocational discipline (e.g., business education, industrial education, etc.).

Many students simply cannot develop prerequisite skill required in order to qualify for or benefit from these traditional discipline specific cooperative education programs. Others cannot gain access to cooperative education since their school districts do not possess sufficient resources to offer a cooperative education in each vocational education discipline. Yet, many students desperately need a high quality program using work experience methodology.

These new Work Experience Education Guidelines offer the flexibility required in order to generate high quality alternatives to traditional cooperative education programs. They should serve as a vehicle through which students can acquire many of the basic personal and work-related competencies vital to their success as individuals and as contributing members of society. These guidelines can help many more students successfully make the school-to-work transition.

Where feasible, both discipline specific cooperative education and other high quality work experience education should be offered. When discipline specific cooperative education programs are not available, feasible, or when the school-to-work transition needs of a group of students are not being met, other programs meeting these guidelines should be offered.

Meaningful work experience, coupled with an employability skills seminar, can assist young adults in making the transition from student to worker.

Objectives of Work Experience Education Might Include:

To assist students in developing general (generic) employability skills.

To assist students in developing attitudes of self-confidence and feelings of individual worth.

To assist students in developing a better understanding of relationships among themselves, family, community, school, and other persons.

To assist students in recognizing the value and importance of education.

To assist students in completing their high school education.

To provide students with opportunities for career exploration (including nontraditional occupations).

To assist students in developing job specific skills.

To assist students in improving the application of general education skills, including communicating skills.

To assist students in developing and assessing competencies and attitudes that qualify them for other high school and/or post high school vocational programs or a job.

To assist students in developing a positive approach to accepting criticism for self-improvement.

To assist students in developing increased work maturity skills.

To assist students in understanding and exploring the many educational factors involved in career planning.

To provide information on the many factors to be considered in the development of a logical career decision.

To assist students in finding meaningful employment and making a satisfactory adjustment to life in the community upon leaving the formal school program.

To assist students to overcome historical role stereotyping, bias, and discrimination realted to career development.

To assist students in making the transition from school to work.

General Program Development

Work Experience Education is designed for students who are 16* years of age or older. Whenever feasible, preference should be given to placement in other more discipline specific vocational education instructional programs. Simultaneous enrollment in other vocational education courses and participation in a vocational student organization is strongly recommended.

The related instruction portion of Work Experience Education, an "employability skills seminar," emphasizes self-awareness, social development, and work adjustment in addition to more commonly known employability skills. The on-the-job phase of the program is to provide actual work experience and as much specific occupational training as feasible.

The following six elements are essential to high quality Work Experience Education:

1. Simultaneous enrollment of the student in an employability skills seminar and in an on-the-job training station. Such a schedule facilitates development of rapport between the teacher-coordinator, the student and the employer/supervisor, and assures the likelihood of regular monitoring of student progress. The same teacher must coordinate the employability skills seminar and visit students while they are at their training station (coordination visits). Team teaching of the seminar would, however, be encouraged.

2. Routine and often informal communication between the teacher/coordinator and the parents/guardians of the students. Input and support from the student's family is often necessary to the teacher coordinator in placing students at training stations and in planning individual student's seminar assignments. Parents/guardians themselves often benefit from having developed a healthy, positive working relationship with the school. This, in turn, may be reflected in the student's attitude toward school.

* A state approved Work Experience Career Exploration Program (WECEP) can serve students who are 14 and 15 years of age.

3. A high qaulity teacher-coordinator. The coordinator serves as the liaison between the student, school, family, employer, and community agencies. In this capacity, the coordinator must be committed to and effective in working with students enrolled in the program. Successful programs are managed by teacher-coordinators who are enthusiastic, congenial, cooperative, flexible, and patient and who can effectively communicate with a variety of people. Specific qualifications and responsibilities of the teacher-coordinator are enumerated in the next section.

4. Efficient and effective use of all community resources which could be utilized for on-the-job component of the program. While the ultimate goal of the program is competitive employment, career exploration, shadowing, sheltered employment and other constructive planned experiences should be considered for the student if necessary. Paid employment is a much more effective teaching device than volunteer work. When a learner is paid, he or she is expected to earn their pay and the employer/employee relationship is much more realistic.

5. A great deal of attention to student-job match. As Work Experience Education becomes more diversified, the student-job match becomes more critical. Students enrolled in discipline specific cooperative education programs share somewhat similar needs and goals. There may be a wider variety of needs and goals to be achieved through work experience. For example, while a student may have the interest and aptitude that would suggest placement in a food service occupation, his or her need for pre-employment and work maturity employability skill development may dictate an on-the-job experience in a non-food related job.

6. Planned and systematic assessment, follow-up and follow-through procedure for students enrolled in the program. This effort should be part of job placement and be planned in cooperation with the school counselor.

Responsibility Profiles

The success of Work Experience Education is directly related to the degree to which individuals accept and carry out their particular responsibilities. The following lists of responsibilities should be considered an account of major responsibilities.

Teacher Coordinator's Responsibilities

1. Develop and maintain a program designed to meet the individual learning needs of students.

2. Develop appropriate community and/or school training stations and assist students in obtaining employment.

3. Participate in the selection process of students for the program.

4. Complete a training agreement that includes individuals' roles and responsibilities. (Signed by parent/guardian, employer, coordinator and student.)

5. Develop a training plan for each student that involves the student, employer, parent/guardian, coordinator, and other support staff. (Signed by all involved.)

6. Conduct an employability skills seminar for approximately 50 minutes per day or 250 minutes per week for assigned students. Match instruction to students' varying learning styles. (Planning and development of the curriculum for this seminar should be done in cooperation with other school personnel.)

7. Work with the student, the student's parents/guardians (home visitations), school administrators, vocational education teachers, and other resource persons to develop student's vocational plans.

8. Be available to students to discuss their personal and emotional problems, and become involved in a helping or counseling manner. Make referrals when appropriate.

9. Maintain open communication with principal, LVEC, counselor, other administrators, and school personnel to assure support for the program.

10. Visit and maintain contact with students' other instructors and counselors.

11. Maintain a regular training station coordination visit schedule to observe students at work and to assist employers to fulfill their responsibility to the students. (A minimum of one half hour of coordination time per student per week is required.)

12. Provide a minimum of 15 hours of safety instruction relating to the occupation(s) taught in conjunction with the related course work for the student learner. The safety instruction will be given by the school and correlated by the employer with on-the-job training.

13. Establish a policy related to transportation to and from the work station.

14. Develop procedure for the evaluation of program effectiveness.

15. Develop procedures for evaluating each student's progress.

16. Provide the opportunity to be involved in vocational student organizations as desired by student.

17. Utilize available community resources for the students while they are in the program.

18. Develop and utilize an advisory committee to assist with the implementation of the program as well as to provide direction in the

solution of problems confronting the ongoing program. As a minimum, the committee should include a school counselor and at least three employers.

19. Be informed of the school district's and employer's insurance policies which relate to the program.

20. Follow Wisconsin Department of Industry, Labor and Human Relations IND 70, 71, 72 and U.S. Department of Labor rules and regulations (Bulletin 101) and maintain records as required.

21. Follow Federal and State laws and regulation relating to non-discrimination in education and employment.

22. Inform employer when students are absent from school and will not be allowed to work that day.

Training Supervisor's Responsibilities

1. Provide a specific training station with a job description/training plan.

2. Orient the student to the training station.

3. Assist the coordinator in determining the necessary pre-employment skills and work maturity skills for each station.

4. Cooperate with the school and coordinator in formulating the individual training experience and training plan.

5. Notify the coordinator immediately of any problem or of the employment status of the student.

6. Encourage the student to ask questions, to clarify duties, and instructions.

7. Teach the student safety practices.

8. Assist with periodic evaluations of the student's progress.

9. Follow state and federal wage, hour, and nondiscrimination laws.

10. Agree to provide time for on-site visits by the coordinator when convenient to both.

11. Uphold policy that regular employees are not displaced by student workers.

12. Ensure that students who are absent from school do not work that day.

Student's Responsibilities

1. Work closely with the coordinator in building an educational program including school and work related experiences.

2. Maintain acceptable performance at school and at the work station.

3. Abide by the rules and regulations established by the school, employer, and agencies regarding student employment.

4. Maintain consistent attendance in school and at work, and notify both the employer and coordinator in advance if unable to work.

5. Keep the coordinator informed of events or facts necessary for progress in the program.

6. Consult with the teacher-coordinator before terminating employment.

7. Keep proper and accurate records of learning activities, work schedules, and pay.

Parent/Guardian Responsibilities

1. Develop an understanding of Work Experience Education and grant approval for the student's participation in the program by signing the training agreement.

2. Encourage maximum student performance in school and the program.

3. Develop and maintain a high level of interest in and support for the student's work experiences.

School's Responsibilities

1. Provide the student and teacher-coordinator with approximately 50 minutes per day or 250 minutes per week for the purpose of offering an employability skills seminar.

2. Issue credit for both the employability skills seminar and the on-the-job portion of the program as required in IND 70 (Child Labor Law Administrative Rules). Schools may grant credit in a variety of subjects for a student's enrollment in the employability skills seminar. It is the school district's right to determine the number of credits issued for the on-the-job component of the program.

3. Determine grading procedure of the related instruction and on-the-job experience.

4. Provide the coordinator with a coordination time of a minimun of one-half hour per student per week. This time should be considered as part of the teacher's class hours and, therefore, be in addition to the preparatory or conference time provided in the typical teacher's class schedule.

5. Provide extended contract to teacher-coordinator for development of training stations, student placement, curriculum development, record-keeping, and relevant follow-up (two weeks minimum). Additional extended contract time would be desirable during the first year of the program.

A Work Experience Education coordinating teacher will become a member of the vocational education staff.* They must also hold a current professional license or certificate, issued by the Wisconsin Department of Public Instruction, that entitles them to teach in a secondary school. Additionally, they must successfully complete an Issues/Principles, Philosophy of Vocational Education course and an Organization and Administration of Cooperative Education Programs course in order to be eligible for federal vocational education funding or to operate a Work Experience Education program. Attendance at the three day summer training provided for Work Experience/WECEP coordinators is also strongly encouraged.

*This does not mean they must hold vocational education certification, although it is recommended.

Chapter Ind 70

CHILD LABOR

Ind 70.001 Child labor permits (p. 1)
Ind 70.01 Age certificates (p. 1)
Ind 70.02 Age proof for labor permits and age certificates (p. 2)
Ind 70.03 Exemptions (p. 2)
Ind 70.04 Minimum ages in various employments (p. 4)
Ind 70.05 Hours of labor of minors (p. 4)
Ind 70.06 Minimum age for hazardous employment (p. 6)
Ind 70.07 Caddies on golf courses (p. 16-10)
Ind 70.08 Volunteer services (p. 16-11)
Ind 70.09 Fees for permits (p. 16-12)
Ind 70.10 Employment of minors in agriculture (p. 16-12)
Ind 70.12 Canning or first processing perishable fresh fruits and vegetables (p. 16-12)
Ind 70.13 Higher standards (p. 16-13)
Ind 70.14 Permanent records to be kept by the employer (p. 16-13)

History: Chapter Ind 70 as it existed on February 28, 1974 was repealed and a new chapter Ind 70 was created, Register, February, 1974, effective March 1, 1974.

Ind 70.001 Child labor permits. Section 103.71, Stats., permits the issuance of permits to minors 14 years of age and over, minors 12 and over in school lunch programs, in street trades, and as caddies on golf courses.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; am. (intro.) and r. (1) and (2), Register, September, 1980, No. 297, eff. 10-1-80.

Ind 70.01 Age certificate. (1) AGE LIMIT. Age certificates may be issued to persons 18 years of age and over.

(2) CHILD LABOR PERMIT. Every child labor permit issued under the authority of s. 103.70, Stats., shall, also, constitute a certificate of age under s. 103.75, Stats., as long as the child named in such permit continues in the employ of the employer named on the permit.

(3) APPRENTICES. An apprenticeship indenture which has been approved by the department of industry, labor and human relations shall constitute, under s. 103.75, Stats., a certificate of age of the minor signing the contract.

(4) PROOF OF AGE. Persons designated by the department of industry, labor and human relations to issue age certifiates under the authority of the statutes shall require the applicant to present proof of age as provided in s. Ind 70.02.

(5) METHOD OF ISSUING. (a) Age certificates shall be filled out in ink or by typewriter on blanks furnished by the department of industry, labor and human relations and shall be signed by the person issuing same.

(b) The applicant shall be required to affix their signature in ink to the age certificate and copies thereof in the presence of the person issuing the certificate.

(c) The age certificate shall be made out in triplicate. The original copy shall be delivered to the applicant. One copy shall be attached to the record of age and filed with the issuing officer, and one copy shall be sent to the department of department of industry, labor and human relations at Madison.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

Ind 70.02 Age proof for labor permits and age certificates. The department will accept the items in the order herein designated as evidence of age under the child labor law, s. 103.73 (1) (a), Stats., street trades law, s. 103.25, Stats., and the certificate of age law, s. 103.75, Stats.

(1) BIRTH CERTIFICATE. A birth certificate issued by a registrar of vital statistics or other officer charged with the duty of recording births or a certified record of birth from the hospital in which the birth occurred.

(2) BAPTISMAL CERTIFICATE. Record must give the minor's name, date of birth, date and place of baptism, name of church and signature of officiating or issuing clergyman. This record may be taken in lieu of a birth record providing the minor was baptized 10 or more years ago. If birth is not recorded, a baptismal certificate of any date will be accepted.

(3) OTHER PROOF. Only in cases where the above proofs of age are not obtainable, may the following be used:

(a) *Government record and insurance policy.* Other evidence satisfactory to the department of industry, labor and human relations such as government passport of certificate of arrival in the United States issued by the United States immigration officers, showing age of minor or a life insurance policy, provided such insurance policy has been in existence at least one year prior to the time it was offered in evidence and is supported by a school record of age.

(b) *Other proofs of age.* School age preferably from the first school attended, with a parent's, guardian's or custodian's statement of age and physician's statement of physical age.

(c) *Proof of age through court.* When none of the above proofs of age are obtainable, proof of age may be established through county court as provided in s. 889.28, Stats.

(4) PROOF OF IDENTITY IF NAME CHANGE. A marriage license or other certificate or legal document shall be required in addition to the proof of age used.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

Ind 70.03 Exemptions. Prohibited employment restrictions shall not apply to minors 14 through 17 years of age who are apprentices, high school graduates, and student learners, when employed under the following conditions:

(1) APPRENTICES. Minors indentured under the provisions of s. 106.01, Stats., shall not be subject to the law or rules concerning prohibited employment for minors insofar as such minors at the time of injury are performing service within the provisions of contracts of apprentice indenture approved by the department of industry, labor and human relations.

(2) HIGH SCHOOL GRADUATES. High school graduates shall not be subject to the law or rules concerning prohibited employment for minors except where other federal, state, or local regulations apply. This rule does not exempt high school graduates from the work permit requirements.

(3) STUDENT LEARNERS. Student learners shall not be subject to the law or rules concerning prohibited employments for minors except as listed in par. (e) of this section insofar as such minors at the time of injury are performing service within a bona fide school-work training program sponsored by an accredited school and authorized and approved by the state department of public instruction, or the board of vocational, technical and adult education.

(a) For the purpose of this order, a student learner is defined as a student of an accredited school who is employed on a part-time basis, under a bona fide written school-work training program agreement, to obtain both scholastic credit and employment training.

(b) Each school-work training agreement shall contain the name of the student learner, be signed by the parent, employer, and the school principal, shall be kept on file by both the school and the employer and must provide among other things:

1. That the work of the student learner in the occupations declared hazardous are incidental to his training, and shall be intermittent and only for short periods of time.

2. That such work shall be under the direct and close supervision of a qualified and experienced person.

3. That safety instructions will be given by the school and correlated by the employer with on-the-job training.

4. A schedule of organized and progressive work processes to be performed on the job.

(c) Child labor permits must be obtained for each student learner.

(d) This exemption for the employment of student learners may be revoked by the department in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

(e) Student learners may be employed in the prohibited occupations as provided in Ind 70.06 except the following:

1. Ind 70.06 (2) Bakery machines

2. Ind 70.06 (3) Brick, tile and kindred products

3. Ind 70.06 (4) Coal mine

4. Ind 70.06 (6) Explosives

5. Ind 70.06 (7) Hoists and hoisting apparatus

6. Ind 70.06 (10) Logging, sawmill, lath mill, shingle mill or cooperage stock mill

7. Ind 70.06 (12) Mining other than coal

8. Ind 70.07 (13) Motor vehicle driver and outside helper

9. Ind 70.06 (15) Radioactive substances and ionizing radiations

10. Ind 70.06 (19) Strikes and lockouts

11. Ind 70.06 (21) Wrecking, demolition and shipbreaking

12. Ind 70.06 (25) Gun clubs; as skeet and trap loaders

13. Ind 70.06 (28) Manufacturing, mining, or processing occupations

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; am. (intro.) and (3) (intro.), r. (3) (e) 1, 7, 14 and 17, renum. (3) (e) 2 to 6, 8 to 13, 15 and 16 to be (3) (e) 1 to 13; Register, September, 1980, No. 297, eff. 10-1-80.

Ind 70.04 Minimum ages in various employments. Section 103.67, Stats., is modified as provided under s. 103.66, Stats., regulating minimum ages of minors for various employments. The following minimum ages shall be deemed necessary for the protection of the minor from employments dangerous or prejudicial to their life, health, safety, or welfare.

(1) GENERAL EMPLOYMENT. No minor shall be employed or permitted to work in any gainful occupation during the hours he is required to attend school as defined in s. 118.15, Stats., except for those students participating in an approved high school or vocational school work training or work experience program for which proper scholastic credit is given.

(2) SPECIAL EMPLOYMENTS. No minor under 14 years of age shall be employed, or permitted to work in any gainful occupation at any time; except

(a) *Agricultural pursuits.* Minors 12 years of age or over may be employed in agricultural pursuits as provided in s. 103.67, Stats.

(b) *Domestic employment.* Minors 12 years of age or over may be employed in or around a home in work usual to the home of the employer, and not in connection with or a part of the business, trade, or profession of the employer; such as caring for children, mowing lawns, raking leaves, shoveling snow or other similar odd jobs. No work permit is required.

(c) *Public exhibitions.* Minors under 18 years of age may be employed in public exhibition as provided in s. 103.78, Stats.

(d) *Street trades.* Minors 12 years of age or over may be employed in street trades as provided in ss. 103.21 to 103.31, Stats.

(e) *Caddies on golf courses.* Minors 12 years of age and over may be employed as caddies on golf courses.

(f) *School lunch programs.* Minors 12 years of age and over may be employed in the school lunch programs of the schools which they attend.

(g) *Parents or guardians employing their own children.* Minors 12 years of age or older may be employed under the direct supervision of the minor's parent or guardian in connection with the parent's or guardian's business, trade or profession, provided they can legally be employed at age 14 in the same job.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; cr. (2) (g), Register, April, 1985, No. 352, eff. 5-1-85.

Ind 70.05 Hours of labor of minors. Section 103.68, Stats., is modified as provided under s. 103.66, Stats., regulating the hours of employment of minors in gainful occupations other than domestic service. The following schedule of hours shall be deemed to be necessary to protect minors from employment dangerous or prejudicial to their life, health, safety, or welfare.

(1) HOURS OF LABOR. (a) Minors 12 through 15 years of age may not be employed more than 6 days per week, except in street trades and agriculture; 8 hours per day, 24 hours per calendar week while their respective school is in session or 40 hours per calendar week during the weeks they are not required to attend school on any day of the calendar week.

(b) Minors 16 and 17 years of age may not be employed more than: 6 days per week, except in street trades, agriculture, and canning and freezing establishments, and as station captions or delivery clerks incidential to street trades; 8 hours per day, 40 hours per calendar week while their respective school is in session or 50 hours per calendar week during the weeks they are not required to attend school as provided in par. (c).

(c) Exceptions. Minors 16 and 17 may be employed in excess of the permitted hours of labor per day and per week on a voluntary basis in weeks when they are not required to attend school provided the employer pays overtime as provided under the employer's pay plan to other workers, but in no case shall the payment be less than time and one-half their regular rate of pay for all overtime hours worked over 10 hours per day or over 40 hours per week whichever is greater, but in no case may minors 16 and 17 years of age be employed more than 50 hours per week. This exception shall not be interpreted to permit a minor to work more than 8 hours per day on Saturday, Sunday or other days during the week when the minor is required to attend school on any day of that week.

(d) Florists may employ minors 16 and 17 years of age in excess of the permitted hours of labor per day and per week on a voluntary basis during the 3-day period prior to Valentine's Day, Easter, Mother's Day, Memorial Day, and Christmas. During these peak periods, time and one-half the regular rate of pay must be paid for all overtime hours worked per day or per week whichever is greater as follows:

1. To minors 16 and 17 years of age working over 8 hours a day, 40 hours a week during the hours are not required to attend school when their respective school is in session.

2. This does not exempt florists employing minors under this order from complying with the time-of-day restriction specified in sub. (2).

(e) Minors 12 through 17 years of age may be employed in agricultural pursuits in excess of the permitted hours of labor per week on a voluntary basis during peak periods. During these peak periods, time and one-half the regular rate of pay must be paid for all over-time hours worked over 50 hours per week.

(2) TIME OF DAY RESTRICTIONS. (a) Minors 12 through 15 years of age may not be employed before 7:00 a.m. on any day, nor after 8:00 p.m. on days preceding school days and not later than 9:30 p.m. on days not preceding school days and during their school vacations, except in agriculture they may start at 5:00 a.m.

(b) Minors 16 and 17 years of age may not be employed before 6:00 a.m. on any day nor after 12:30 a.m. on any day except where they are under direct adult supervision, and providing that on days preceding a school day they receive at least 8 consecutive hours of rest between the ending of work and the beginning of school or the beginning of work the next day, except in agriculture they may start at 5:00 a.m. This paragraph shall not apply to minors employed in street trades nor as station captains or delivery clerks incidental to street trades.

BEST COPY AVAILABLE

(c) Minors may not be employed during the hours they are required to attend school as defined in s. 118.15, Stats., nor contrary to local curfew ordinances establishing an earlier restriction.

(3) MEAL PERIODS. At least 30 minutes shall be allowed for each meal period reasonably close to the usual meal period time, namely 6:00 a.m.; 12:00 noon; 6:00 p.m.: 12:00 midnight or at such other times as deemed reasonable by the department. In no case shall a minor be employed or permitted to work more than 5 consecutive hours without a meal period.

(4) HIGH SCHOOL GRADUATES OR OTHER MINORS WHO ARE EXEMPT FROM SCHOOL ATTENDANCE. Minors 16 and 17 years of age, who are high school graduates or exempt from school attendance as defined in s. 118.15, Stats., may be employed the same daily and weekly hours and time of day as adults.

(5) "Day" means a calendar day or a regular reoccurring period of 24 consecutive hours.

(6) "Week" means a calendar week or a regular reoccurring period of 168 hours in the form of 7 consecutive 24 hour periods.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; am. (1) (c) and (2) (a) and (b), r. (1) (e) 3. a. to e., renum. (1) (e) 3. f. to j. to be 3. a. to e., Register, September, 1980, No. 297, eff. 10-1-80; am. (1) (a) and (b), cr. (5) and (6), Register, April, 1983, No. 328, eff. 5-1-83; am. (1) (e), Register, April, 1985, No. 352, eff. 5-1-85.

Ind 70.06 Minimum age for hazardous employment. The employments and places of employment designated herein shall be deemed to be dangerous or prejudicial to the life, health, safety, and/or welfare of minors under the ages specified, and their employment may be dangerous or prejudicial to the life, health, safety and/or welfare of other employes or frequenters and no employer shall employ or permit such minors to work in such employments.

OCCUPATIONS PROHIBITED TO ALL MINORS

(1) AMUSEMENT PARKS, SKI HILLS, STREET CARNIVALS AND TRAVELING SHOWS. (a) *Finding and declaration of fact.* The following occupations involved in the operation of amusement parks, ski hills, street carnivals and traveling shows are particularly hazardous.

1. The occupations involving the operating, assisting to operate, erection or dismantling, setting up, adjusting, repairing, oiling or cleaning of any rides or machinery, and the loading or unloading of passengers.

(2) BAKERY MACHINES. (Also see Federal Hazardous Occupations Order No. 11 Section 1500.62.) (a) *Finding and declaration of fact.* The following occupations involved in the operation of power-driven bakery machines are particularly hazardous:

1. The occupations of operating, assisting to operate, or setting up, adjusting, repairing, oiling, or cleaning any horizontal or vertical dough mixer; batter mixer; bread dividing, rounding, or molding machine; doughbrake; dough sheeter; combination bread slicing and wrapping machine; or cake cutting band saw.

2. The occupation of setting up or adjusting a cookie or cracker machine.

(3) BRICK, TILE AND KINDRED PRODUCTS (Also see Federal Hazardous Occupations Order No. 13 Section 1500.64). (a) *Findings and declaration of fact.* The following occupations involved in the manufacture of clay construction products and of silica refractory products are particularly hazardous.

1. All work in or about establishments in which clay construction products are manufactured, except work in storage and shipping; work in offices, laboratories, and storerooms; and work in the drying departments of plants manufacturing sewer pipe.

2. All work in or about establishments in which silica brick or other silica refractories are manufactured, except work in offices.

3. Nothing in this section shall be construed as permitting employment of minors in any occupation prohibited by any other hazardous occupations section.

(b) *Definitions.* 1. The term "clay construction products" shall mean the following clay products: Brick, hollow structural tile, sewer pipe and kindred products, refractories, and other clay products such as architectural terra cotta, glazed structural tile, roofing tile, stove lining, chimney pipes and tops, wall coping, and drain tile. The term shall not include the following nonstructural-bearing clay products:

a. Ceramic floor and wall tile, mosaic tile, glazed and enameled tile, faience, and similar tile, nor shall the term include nonclay construction products such as sand-lime brick, glass brick, or nonclay refractories.

2. The term "silica brick or other silica refractories" shall mean refractory products produced from raw materials containing free silica as their main constituent.

(4) COAL MINE. (Also see Federal Hazardous Occupations Order No. 3 Section 1500.53). (a) *Finding and declaration of fact.* All occupations in or about any coal mine, except the occupation of slate or other refuse picking at a picking table or picking chute in a tipple or breaker and occupations requiring the performance of duties solely in offices or in repair or maintenance shops located in the surface of any coal mining plant, are particularly hazardous.

(b) *Definitions.* For the purpose of this section:

1. The term "coal" shall mean any rank of coal, including lignite, bituminous, and anthracite coals.

2. The term "all occupations in or about any coal mine" shall mean all types of work performed in any underground working, open-pit, or surface part of any coal mining plant that contribute to the extraction, grading, cleaning, or other handling of coal.

(5) EXCAVATION OPERATIONS. (Also see Federal Hazardous Occupations Order No. 17 Section 1500.68). (a) *Finding and declaration of fact.* The following occupations in excavation operations are particularly hazardous:

1. Excavating, working in, or backfilling (refilling) trenches, except manually excavating or manually backfilling trenches that do not exceed 4 feet in depth at any point, or working in trenches that do not exceed 4 feet in depth at any point.

2. Excavating for buildings or other structures or working in such excavations, except manually excavating to a depth not exceeding 4 feet below any ground surface adjoining the excavation, or working in an excavation not exceeding such depth, or working in an excavation where the side walls are shored or sloped to the angle of repose.

3. Working within tunnels prior to the completion of all driving and shoring operations.

4. Working within shafts prior to the completion of all sinking and shoring operations.

(6) EXPLOSIVES (Also see Federal Hazardous Occupations Order No. 1 Section 1500.51). (a) *Finding and declaration or fact.* The following occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components are particularly hazardous:

1. All occupations in or about any plant or establishment (other than retail establishments or plants or establishments of the type described in subd. 2.) manufacturing or storing explosives or articles containing explosive components except where the occupation is performed in a "nonexplosive area" as defined in par. (b) 3. of this section.

2. The following occupations in or about any plant or establishment manufacturing or storing small arms ammunition not exceeding .60 caliber in size, shotgun shells, or blasting caps when manufactured or stored in conjunction with the manufacture of small arms ammunition:

a. All occupations involved in the manufacturing, mixing, transporting, or handling of explosive compounds in the manufacture of small arms ammunition and all other occupations requiring the performance of any duties in the explosives area in which explosive compounds are manufactured or mixed.

b. All occupations involved in the manufacturing, transporting, or handling of primers and all other occupations requiring the performance of any duties in the same building in which primers are manufactured.

c. All occupations involved in the priming of cartridges and all other occupations requiring the performance of any duties in the same workroom in which rim-fire cartridges are primed.

d. All occupations involved in the plate loading of cartridges and in the operation of automatic loading machines.

e. All occupations involved in the loading, inspecting, packing, shipping and storage of blasting caps.

(b) *Definitions.* For the purpose of this section:

1. The term "plant or establishment manufacturing or storing explosives or articles containing explosive components" means the land with all the buildings and other structures thereon used in connection with the manufacturing or processing or storing of explosives or articles containing explosive components.

2. The terms "explosives" and "articles containing explosive components" mean and include ammunition, black powder, blasting caps, fireworks, high explosives, primers, smokeless powder, and all goods classified and defined as explosives by the interstate commerce commission in regulations for the transportation of explosives and other dangerous substances by common carriers (49 CFR Parts 71 to 78) issued pursuant to the act of June 25, 1948 (62 Stat. 739; 18 U.S.C. 835).

3. An area meeting all of the criteria in subdivisions a. through d. of this subparagraph shall be deemed a "nonexplosives area":

a. None of the work performed in the area involves the handling or use of explosives;

b. The area is separated from the explosives area by a distance not less than that prescribed in the American Table of Distances for the protection of inhabited buildings;

c. The area is separated from the explosives area by a fence or is otherwise located so that it constitutes a definite designated area; and

d. Satisfactory controls have been established to prevent employes under 18 years of age within the area from entering any area in or about the plant which does not meet criteria of subdpars. a. through c. of this subparagraph.

(7) HOISTS AND HOISTING APPARATUS (Also see Federal Hazardous Occupations Order No. 7 Section 1500.58). (a) *Finding and declaration of fact.* The following occupations involved in the operation of power-driven hoisting apparatus are particularly hazardous:

1. Work of operating an elevator, crane, derrick, hoist or high-lift truck, except operating an unattended automatic operation passenger elevator or an electric or air-operated hoist not exceeding one-ton capacity except as specified in par. (c).

2. Work which involves riding on a man lift or on a freight elevator, except a freight elevator operated by an assigned operator.

3. Work of assisting in the operation of a crane, derrick, or hoist performed by crane hookers, crane chasers, hookers-on, riggers, rigger helpers, and like occupations.

(b) *Definitions.* As used in this section:

1. The term "elevator" shall mean any power-driven hoisting or lowering mechanism equipped with a car or platform which moves in guides in a substantially vertical direction. The term shall include both passenger and freight elevators (including portable elevators or tiering machines), but shall not include dumbwaiters.

2. The term "crane" shall mean a power-driven machine for lifting and lowering a load and moving it horizontally, in which the hoisting mechanism is an integral part of the machine. The term shall include all types of cranes, such as cantilever gantry, crawler, gantry, hammerhead, ingot-pouring, jib, locomotive, motortruck, overhead traveling, pillar jib, pintle, portal, semigantry, semiportal, storage bridge, tower, walking jib and wall cranes.

3. The term "derrick" shall mean a power-driven apparatus consisting of a mast or equivalent members held at the top by guys or braces, with or without a boom, for use with a hoisting mechanism or operating ropes. The term shall include all types of derricks, such as A-frame, breast, Chicago boom, gin-pole, guy and stiff-leg derricks.

4. The term "hoist" shall mean a power-driven apparatus for raising or lowering a load by the application of a pulling force that does not include a car or platform running in guides. The term shall include all types of hoists, such as base mounted electric, clevis suspension, hook suspension, monorail, overhead electric, simple drum, and trolley suspension hoists.

5. The term "high-lift truck" shall mean a power-driven industrial type of truck used for lateral transportation that is equipped with a power-operated lifting device usually in the form of a fork or platform capable of tiering loaded pallets or skids one above the other. Instead of a fork or platform, the lifting device may consist of a ram, scoop, shovel, crane, revolving fork, or other attachments for handling specific loads. The term shall mean and include high-lift trucks known under such names as forklifts, forktrucks, forklift trucks, tiering trucks, or stacking trucks, but shall not mean low-lift trucks or low-lift platform trucks that are designed for the transportation of but not the tiering of material.

6. The term "manlift" shall mean a device intended for the conveyance of persons which consists of platforms or brackets mounted on, or attached to, an endless belt, cable, chain or similar method of suspension; such belt, cable or chain operating in a substantially vertical direction and being supported by and driven through pulleys, sheaves or sprockets at the top and bottom.

(c) *Exception.* 1. This section shall not prohibit the operation of an automatic elevator and an automatic signal operation elevator provided that the exposed portion of the car interior (exclusive of vents and other necessary small openings), the car door, and the hoistway doors are constructed of solid surfaces without any opening through which a part of the body may extend; all hoistway openings at floor level have doors which are interlocked with the car door so as to prevent the car from starting until all such doors are closed and locked; the elevator (other than hydraulic elevators) is equipped with a device which will stop and hold the car in case of overspeed or if the cable slackens or breaks; and the elevator is equipped with upper and lower travel limit devices which

will normally bring the car to rest at either terminal and a final limit switch which will prevent the movement in either direction and will open in case of excessive overtravel by the car.

2. For the purpose of this exception the term "automatic elevator" shall mean a passenger elevator, a freight elevator, or a combination passenger-freight elevator, the operation of which is controlled by pushbuttons in such a manner that the starting, going to the landing selected, leveling and holding, and the opening and closing of the car and hoistway doors are entirely automatic.

3. For the purpose of this exception, the term "automatic signal operation elevator" shall mean an elevator which is started in response to the operation of a switch (such as a lever or pushbutton) in the car which when operated by the operator actuates a starting device that automatically closes the car and hoistway doors—from this point on, the movement of the car to the landing selected, leveling and holding when it gets there, and the opening of the car and hoistway doors are entirely automatic.

(8) LIFEGUARDS, SWIMMING INSTRUCTORS AND AIDES. (a) *Finding and declaration of fact.* The occupation of lifeguard and swimming instructors and aides is particularly hazardous.

(b) *Exceptions applying to lifeguards, swimming instructors and aides:* Minors 16 and 17 years of age may be employed as lifeguards and swimming instructors and aides who have successfully completed a bona fide life saving course.

(9) LIQUORS. (a) *Finding and declaration of fact.* All occupations in establishments in which strong, spiritous or malt liquors are manufactured, bottled, stored, sold or given away are particularly hazardous.

(b) *Exceptions in establishments where liquors are found.* Minors 14 through 17 years of age may be employed in establishments where liquor is found on condition that they are not serving, selling, dispensing, or giving away the liquor.

(10) LOGGING, SAWMILL, LATH MILL, SHINGLE MILL OR COOPERAGE STOCK MILL (Also see Federal Hazardous Occupations Order No. 4 Section 1500.54). (a) *Finding and declaration of fact.* All occupations in logging and all occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill are particularly hazardous except the following:

1. Exceptions applying to logging:

a. Work in offices or in repair or maintenance shops.

b. Work in the construction, operation, repair or maintenance of living and administrative quarters of logging camps.

c. Work in timber cruising, surveying, or logging-engineering parties; work in the repair or maintenance of roads, railroads, or flumes; work in forest protection, such as clearing fire trails or roads, piling and burning slash, maintaining fire-fighting equipment, constructing and maintaining telephone lines, or acting as fire lookout or fire patrolman away from the actual logging operations:

d. Provided, that the provisions of this paragraph shall not apply to the felling or bucking of timber, the collecting or transporting of logs, the operation of chain saws and other power-driven machinery, the handling or use of explosives, and work on trestles.

e. Peeling of fence posts, pulpwood, chemical wood, excelsior wood, cordwood, or similar products, when not done in conjunction with and at the same time and place as other logging occupations declared hazardous by this section.

f. Work in the feeding or care of animals.

2. Exceptions applying to the operation of any permanent sawmill or the operation of any lath mill, shingle mill, or cooperage-stock mill: Provided, that these exceptions do not apply to a portable sawmill the lumberyard of which is used only for the temporary storage of green lumber and in connection with which no office or repair or maintenance shop is ordinarily maintained: And further provided, that these exceptions do not apply to work which entails entering the sawmill building:

a. Work in offices or in repair or maintenance shops.

b. Straightening, marking, or tallying lumber on the dry chain or the dry drop sorter.

c. Pulling lumber from the dry chain.

d. Clean-up in the lumberyard.

e. Piling, handling, or shipping of cooperage stock in yards or storage sheds, other than operating or assisting in the operation of power-driven equipment.

f. Clerical work in yards or shipping sheds, such as done by ordermen, tallymen, and shipping clerks.

(b) *Definitions.* As used in this section:

1. The term "all occupations in logging" shall mean all work performed in connection with the felling of timber; the bucking or converting of timber into logs, poles, piles, ties, bolts, pulpwood, chemical wood, excelsior wood, cordwood, fence posts, or similar products; the collecting, skidding, yarding, loading, transporting and unloading of such products in connection with logging; the constructing, repairing and maintaining of roads, railroads, flumes, or camps used in connection with logging; the moving, installing, rigging, and maintenance of machinery or equipment used in logging; and other work performed in connection with logging. The term shall not apply to work performed in timber culture, timber stand improvement, or in emergency fire-fighting.

2. The term "all occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill" shall mean all work performed in or about any such mill in connection with storing of logs and bolts; converting logs or bolts into sawn lumber, laths, shingles, or cooperage stock; storing, drying, and shipping lumber, laths, shingles, cooperage stock, or other products of such mills; and other work performed in connection with the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill. The term shall not include work performed in the planing-mill department or other remanufacturing departments of any

sawmill, or in any planing mill or remanufacturing plant not a part of a sawmill.

(11) METAL FORMING, PUNCHING AND SHEARING POWER-DRIVEN MACHINES (Also see Federal Hazardous Occupations Order No. 8 Section 1500.59). (a) *Finding and declaration of fact.* The following occupations are particularly hazardous:

1. The occupations of operator of or helper on the following power-driven metal forming, punching, and shearing machines:

a. All rolling machines, such as beading, straightening, corrugating, flanging, or bending rolls; and hot or cold rolling mills.

b. All pressing or punching machines, such as punch presses except those provided with full automatic feed and ejection and with a fixed barrier guard to prevent the hands or fingers of the operator from entering the area between the dies; power presses; and plate punches.

c. All bending machines, such as apron brakes and press brakes.

d. All hammering machines, such as drop hammers and power hammers.

e. All shearing machines, such as guillotine or squaring shears; alligator shears; and rotary shears.

2. The occupations of setting-up, adjusting, repairing, oiling, or cleaning these machines including those with automatic feed and ejection.

(b) *Definitions.* 1. The term "operator" shall mean a person who operates a machine covered by this section by performing such functions as starting or stopping the machine, placing materials into or removing them from the machine, or any other functions directly involved in operation of the machine.

2. The term "helper" shall mean a person who assists in the operation of a machine covered by this section by helping place materials into or remove them from the machine.

3. The term "forming, punching, and shearing machines" shall mean power-driven metal-working machines, other than machine tools, which change the shape of or cut metal by means of tools, such as dies, rolls, or knives which are mounted on rams, plungers, or other moving parts. Types of forming, punching, and shearing machines enumerated in this section are the machines to which the designation is by custom applied.

(12) MINING OTHER THAN COAL (Also see Federal Hazardous Occupations Order No. 9 Section 1500.60). (a) *Finding and declaration of fact.* All occupations in connection with mining, other than coal, are particularly hazardous and employment in such occupations is therefore prohibited under sub. (4) except the following:

1. Work in offices, in the warehouse or supply house, in the change house, in the laboratory, and in repair or maintenance shops not located underground.

2. Work in the operation and maintenance of living quarters.

3. Work outside the mine in surveying, in the repair and maintenance of roads, and in general clean-up about the mine property such as clearing brush and digging drainage ditches.

4. Work of track crews in the building and maintaining of sections of railroad track located in those areas of open-cut metal mines where mining and haulage activities are not being conducted at the time and place that such building and maintenance work is being done.

5. Work in or about surface placer mining operations other than placer dredging operations and hydraulic placer mining operations.

6. The following work in metal mills other than in mercury-recovery mills or mills using the cyanide process:

a. Work involving the operation of jigs, sludge tables, flotation cells, or drier-filters;

b. Work of hand sorting at picking table or picking belt;

c. General clean-up work:

d. Provided, however, that nothing in this section shall be construed as permitting employment of minors in any occupation prohibited by other sections of these rules.

(b) *Definitions.* As used in this section: The term "all occupations in connection with mining, other than coal" shall mean all work performed underground in mines and quarries; on the surface at underground mines and underground quarries; in or about open-cut mines, open quarries, clay pits, and sand and gravel operations; at or about placer mining operations; at or about dredging operations for clay, sand or gravel; at or about bore-hole mining operations; in or about all metal mills, washer plants, or grinding mills reducing the bulk of the extracted minerals; and at or about any other crushing, grinding, screening, sizing, washing or cleaning operations performed upon the extracted minerals except where such operations are performed as a part of a manufacturing process. The term shall not include work performed in subsequent manufacturing or processing operations, such as work performed in smelters, electro-metallurgical plants, refineries, reduction plants, cement mills, plants where quarried stone is cut, sanded and further processed, or plants manufacturing clay, glass or ceramic products. Neither shall the term include work performed in connection with coal mining, in petroleum production, in natural gas production, nor in dredging operations which are not a part of mining operations, such as dredging for construction or navigation purposes.

(13) MOTOR VEHICLE DRIVER AND OUTSIDE HELPER. (Also see Federal Hazardous Occupations Order No. 2 Section 1500.52). (a) *Finding and declaration of fact.* Except as provided in par. (b) of this section, the occupations of motor vehicle driver and outside helper on any public road, highway, in or about mine (including open pit mine or quarry), place where logging or sawmill operations are in progress, or in any excavation of the type identified in sub. (5) are particularly hazardous.

(b) *Exemptions.* Incidental and occasional driving. The finding and declaration in par. (a) of this section shall not apply to the operation of automobiles or trucks not exceeding 6,000 pounds gross vehicle weight if such driving is restricted to daylight hours: Provided, such operation is

only occasional and incidental to the minor's employment; that the minor holds a state license valid for the type of driving involved in the job which they perform and they have completed a state approved driver education course: And provided further, that the vehicle is equipped with a seat belt or similar device for the driver and for each helper, and the employer has instructed each minor that such belts or other devices must be used. This subparagraph shall not be applicable to any occupation of motor vehicle driver which involves the towing of vehicles.

(c) *Definitions.* For the purpose of this section:

1. The term "motor vehicle" shall mean any automobile, truck, truck-tractor, trailer, semitrailer, motorcycle, or similar vehicle propelled or drawn by mechanical power and designed for use as a means of transportation but shall not include any vehicle operated exclusively on rails.

2. The term "driver" shall mean any individual who, in the course of their employment, drives a motor vehicle at any time.

3. The term "outside helper" shall mean any individual, other than a driver, whose work includes riding on a motor vehicle outside the cab for the purpose of assisting in transporting or delivering goods.

4. The term "gross vehicle weight" includes the truck chassis with lubricants, water and full tank or tanks of fuel, plus the weight of the cab or driver's compartment, body, and special chassis and body equipment, and payload.

(14) PAPER-PRODUCTS MACHINES (Also see Federal Hazardous Occupations Order No. 12 Section 1500.62). (a) *Findings and declaration of fact.* The following occupations are particularly hazardous:

1. The occupations of operating or assisting to operate any of the following power-driven paper-products machines:

a. Arm-type wire stitcher or stapler, circular or band saw, corner cutter or mitering machine, corrugating and single-or-double-facing machine, envelope die-cutting press, guillotine paper cutter or shear, horizontal bar scorer, laminating or combining machine, sheeting machine, scrap-paper baler, or vertical slotter.

b. Platen die-cutting press, platen printing press, or punch press which involves hand feeding of the machine.

2. The occupations of setting up, adjusting, repairing, oiling, or cleaning these machines including those which do not involve hand feeding.

(b) *Definitions.* 1. The term "operating or assisting to operate" shall mean all work which involves starting or stopping a machine covered by this section, placing materials into or removing them from the machine, or any other work directly involved in operating the machine.

2. The term "paper-products machine" shall mean power-driven machines used in the remanufacture or conversion of paper or pulp into a finished product. The term is understood to apply to such machines whether they are used in establishments that manufacture converted paper or pulp products, or in any other type of manufacturing or nonmanufacturing establishment.

(15) RADIOACTIVE SUBSTANCES AND TO IONIZING RADIATIONS (Also see Federal Hazardous Occupations Order No. 6 Section 1500.57). (a) *Finding and declaration of fact.* The following occupations involving exposure to radioactive substances and to ionizing radiations are particularly hazardous:

1. Any work in any workroom in which (i) radium is stored or used in the manufacture of self-luminous compound, (ii) self-luminous compound is made, processed, or packaged, (iii) self-luminous compound is stored, used, or worked upon, (iv) incandescent mantles are made from fabric and solutions containing thorium salts, or are processed or packaged, (v) other radioactive substances are present in the air in average concentrations exceeding 10% of the maximum permissible concentrations in the air recommended for the occupational exposure by the national committee on radiation protection.

2. Any other work which involves exposure to ionizing radiations in excess of 0.5 rem per year.

(b) *Definitions.* As used in this section:

1. The term "self-luminous compound" shall mean any mixture of phosphorescent material and radium, mesothorium, or other radioactive element;

2. The term "workroom" shall include the entire area bounded by walls of solid material and extending from floor to ceiling;

3. The term "ionizing radiations" shall mean alpha and beta particles, electrons, protons, neutrons, gamma and X-ray and all other radiations which produce ionizations directly or indirectly, but does not include electromagnetic radiations other than gamma and X-ray.

(16) ROOFING (Also see Federal Hazardous Occupations Order No. 16 Section 1500.67). (a) *Finding and declaration of fact.* All occupations in roofing operations are particularly hazardous.

(b) *Definition of "roofing operations."* The term "roofing operations" shall mean all work performed in connection with the application of weatherproofing materials and substances (such as tar or pitch, asphalt prepared paper, tile, slate, metal, translucent materials, and shingles of asbestos, asphalt or wood) to roofs of buildings or other structures. The term shall also include all work performed in connection with:

1. The installation of roofs, including related metal work; such as flashing, and

2. Alterations, additions, maintenance, and repair, including painting, and coating, of existing roofs. The term shall not include gutter and downspout work; the construction of the sheeting or base of roofs; or the installation of television antennas, air conditioners, exhaust and ventilating equipment, or similar appliances attached to roofs.

(17) CIRCULAR SAWS, BANDSAWS AND GUILLOTINE SHEARS (Also see Federal Hazardous Occupations Order No. 14 Section 1500.65). (a) *Findings and declaration of fact.* The following occupations are particularly hazardous:

1. The occupations of operator of or helper on the following power-driven fixed or portable machines except machines equipped with full automatic feed and ejection.

a. Circular saws.

b. Band saws.

c. Guillotine shears.

d. Chain saws.

2. The occupations of setting up, adjusting, repairing, oiling, or cleaning circular saws, band saws, and guillotine shears.

(b) *Definitions.* 1. The term "operator" means a person who operates a machine covered by this section by performing such functions as starting or stopping the machine, placing materials into or removing them from the machine, or any other functions directly involved in the operation of the machine.

2. The term "helper" means a person who assists in the operation of a machine covered by this section by helping place materials into or remove them from the machine.

3. The term "machines equipped with full automatic feed and ejection" means machines covered by this section which are equipped with devices for full automatic feeding and ejection and with a fixed barrier guard to prevent completely the operator or helper from placing any part of his body in the point-of-operation area.

4. The term "circular saw" means a machine equipped with a thin steel disc having a continuous series of notches or teeth on the periphery, mounted on shafting, and used for sawing materials.

5. The term "band saw" means a machine equipped with an endless steel band having a continuous series of notches or teeth, running over wheels or pulleys, and used for sawing materials.

6. The term "guillotine shear" means a machine equipped with a movable blade operated vertically and used to shear materials. The term shall not include other types of shearing machines, using a different form of shearing action, such as alligator shears or circular shears.

7. The term "chain saw" means a machine equipped with an endless steel chain having a continuous series of notches or teeth, running over wheels or pulleys, and used for sawing materials.

(18) SLAUGHTERING, MEAT PACKING OR PROCESSING OR RENDERING (Also see Federal Hazardous Occupations Order No. 10 Section 570.61).

(a) *Finding and declaration of fact.* The following occupations in or about slaughtering and meat packing establishments, rendering plants, or wholesale, retail or service establishments are particularly hazardous:

1. All occupations on the killing floor, in curing cellars, and in hide cellars, except the work of messengers, runners, handtruckers, and similar occupations which require entering such workrooms or workplaces infrequently and for short periods of time.

BEST COPY AVAILABLE

2. All occupations involved in the recovery of lard and oils, except packaging and shipping of such products and the operation of lard-roll machines.

3. All occupations involved in tankage or rendering of dead animals, animal offal, animal fats, scrap meats, blood, and bones into stock feeds, tallow, inedible greases, fertilizer ingredients, and similar products.

4. All occupations involved in the operation or feeding of the following power-driven meat-processing machines, including setting-up, adjusting, repairing, oiling, or cleaning such machines: meat patty forming machines, meat and bone cutting saws, knives (except bacon-slicing machines), head-splitters, and guillotine cutters; snout-pullers and jaw-pullers; skinning machines; horizontal rotary washing machines; casing-cleaning machines such as crushing, stripping, and finishing machines; grinding, mixing, chopping, and hashing machines; and presses (except belly-rolling machines).

5. All boning occupations.

6. All occupations that involve the pushing or dropping of any suspended carcass, half carcass, or quarter carcass.

7. All occupations involving hand-lifting or hand-carrying any carcass or half carcass of beef, pork, or horse, or any quarter carcass of beef or horse.

(b) *Definitions.* As used in this section:

1. The term "slaughtering and meat packing establishments" shall mean places in or about which cattle, calves, hogs, sheep, lambs, goats, or horses are killed, butchered, or processed. The term shall also include establishments which manufacture or process meat products or sausage casings from such animals.

2. The term "rendering plants" shall mean establishments engaged in the conversion of dead animals, animal offal, animal fats, scrap meats, blood, and bones into stock feeds, tallow, inedible greases, fertilizer ingredients, and similar products.

3. The term "killing floor" shall include that workroom or workplace where cattle, calves, hogs, sheep, lambs, goats, or horses are immobilized, shackled, or killed, and the carcasses are dressed prior to chilling.

4. The term "curing cellar" shall include that workroom or workplace which is primarily devoted to the preservation and flavoring of meat by curing materials. It does not include that workroom or workplace where meats are smoked.

5. The term "hide cellar" shall include that workroom or workplace where hides are graded, trimmed, salted, and otherwise cured.

6. The term "boning occupations" shall mean the removal of bones from meat cuts. It shall not include work that involves cutting, scrapping, or trimming meat from cuts containing bones.

(19) STRIKES AND LOCKOUTS. Any occupations or activities, including picketing, performed in or on the premises of any establishment where a strike or lockout is in active progress are particularly hazardous.

(20) WOODWORKING POWER-DRIVEN MACHINES (Also see Federal Hazardous Occupations Order No. 5 Section 570.55). (a) *Finding and declaration of fact.* The following occupations involved in the operation of power-driven woodworking machines are particularly hazardous:

1. The occupation of operating power-driven woodworking machines, including supervising or controlling the operation of such machines, feeding material into such machines, and helping the operator to feed material into such machines but not including the placing of material on a moving chain or in a hopper or slide for automatic feeding.

2. The occupations of setting up, adjusting, repairing, oiling or cleaning power-driven woodworking machines.

3. The occupations of off-bearing from circular saws and from guillotine-action veneer clippers.

(b) *Definitions.* As used in this section:

1. The term "power-driven woodworking machines" shall mean all fixed or portable machines or tools driven by power and used or designed for cutting, shaping, forming, surfacing, nailing, stapling, wire stitching, fastening, or otherwise assembling, pressing, or printing wood or veneer.

2. The term "off-bearing" shall mean the removal of material or refuse directly from a saw table or from the point of operation. Operations not considered as off-bearing within the intent of this section include (i) the removal of material or refuse from a circular saw or guillotine-action veneer clipper where the material or refuse has been conveyed away from the saw table or point of operation by a gravity chute or by some mechanical means such as a moving belt or expulsion roller, and (ii) the following operations when they do not involve the removal of material or refuse directly from a saw table or from the point of operation: the carrying, moving, or transporting of materials from one machine to another or from one part of a plant to another; the piling, stacking, or arranging of materials for feeding into a machine by another person; and the sorting, tying, bundling, or loading of materials.

(21) WRECKING, DEMOLITION AND SHIPBREAKING (Also see Federal Hazardous Occupations Order No. 15 Section 1500.66). (a) *Finding and declaration of fact.* All occupations in wrecking, demolition, and shipbreaking operations are particularly hazardous.

(b) *Definitions.* The term "wrecking, demolition, and shipbreaking operations" shall mean all work, including clean-up and salvage work, performed at the site of the total or partial razing, demolishing, or dismantling of a building, bridge, steeple, tower, chimney, other structure, ship or other vessel, motor vehicle.

OCCUPATIONS PROHIBITED TO MINORS UNDER 16 YEARS OF AGE

(22) AGRICULTURE (Also see Federal Hazardous Occupations Involved in Agriculture Section 570.71). (a) *Findings and declaration of fact as to specific occupations.* The following occupations in agriculture are particularly hazardous for the employment of minors 12 through 15 years of age.

1. Operating a tractor of over 20 PTO horsepower, or connecting or disconnecting an implement or any of its parts to or from such a tractor.

2. Operating or assisting to operate (including starting, stopping, adjusting, feeding, or any other activity involving physical contact associated with the operation) any of the following machines:

a. Corn picker, cotton picker, grain combine, hay mower, forage, harvester, hay baler, potato digger, or mobile pea viner;

b. Feed grinder, crop dryer, forage blower, auger conveyor, or the unloading mechanism of a nongravity-type self-loading wagon or trailer; or

c. Power post-hole digger, power post driver, or nonwalking type rotary tiller.

3. Operating or assisting to operate (including starting, stopping, adjusting, feeding, or any other activity involving physical contact associated with the operation) any of the following machines:

a. Trencher or earthmoving equipment;

b. Forklift;

c. Potato combine; or

d. Power-driven circular, band, or chain saw.

4. Working on a farm in a yard, pen, or stall occupied by a:

a. Bull, boar, or stud horse maintained for breeding purposes, or

b. Sow with suckling pigs, or cow with newborn calf (with umbilical cord present).

5. Felling, bucking, skidding, loading, or unloading timber with butt diameter of more than 6 inches.

6. Working from a ladder or scaffold (painting, repairing, or building structures, pruning trees, picking fruit, etc.) at a height of over 20 feet.

7. Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.

8. Working inside:

a. A fruit, forage, or grain storage designed to retain an oxygen deficient or toxic atmosphere;

b. An upright silo within 2 weeks after silage has been added or when a top unloading device is in operating position;

c. A manure pit; or

d. A horizontal silo while operating a tractor for packing purposes.

9. Handling or applying (including cleaning or decontaminating equipment, disposal or return of empty containers, or serving as a flagman for aircraft applying) agricultural chemicals classified under the Federal Insecticide, Fungicide, and Rodenticide Act (7 U.S.C. 135 et seq.) as Category I of toxicity, identified by the word "poison" and the "skull and crossbones" on the label; or Category II of toxicity, identified by the word "warning" on the label;

10. Handling or using a blasting agent, including but not limited to, dynamite, black power, sensitized ammonium nitrate, blasting caps, and primer cord; or

11. Transporting, transferring, or applying anhydrous ammonia.

(b) *Occupational definitions.* In applying machinery, equipment, or facility terms used in par. (a) of this section, the department will be guided by the definitions contained in the current edition of "Agricultural Engineering," a dictionary and handbook, Interstate Printers and Publishers, Danville, Illinois.

(c) *Exemption—Agriculture, student-learners.* The findings and declaration of fact in par. (a) shall not apply to the employment of any minor as vocational agriculture student-learner in any of the occupations described in par. (a) 1. to 6. when each of the following requirements are met:

1. The student-learner is enrolled in a vocational education training program in agriculture under a recognized state or local educational authority, or in a substantially similar program conducted by a private school;

2. Such student-learner is employed under a written agreement which provides:

a. That the work of the student-learner is incidental to his training;

b. That such work shall be intermittent, for short periods of time, and under the direct and close supervision of a qualified and experienced person;

c. That safety instruction shall be given by the school and correlated by the employer with on-the-job training; and

d. That a schedule of organized and progressive work processes to be performed on the job has been prepared;

3. Such written agreement contains the name of the student-learner, and is signed by the employer and by a person authorized to represent the educational authority or school; and

4. Copies of each such agreement are kept on file by both the educational authority or school and by the employer.

(e) *Federal extension service.* The findings and declarations of fact in par. (a) shall not apply to the employment of a minor under 16 years of age in those occupations in which they have successfully completed one or more training programs described in subd. 1., 2. or 3. of this paragraph provided the minor has been instructed by the employer on safe and proper operation of the specific equipment the minor is to use; is continuously and closely supervised by the employer where feasible; or where not feasible, in work such as cultivating, their safety is checked by the employer at least at midmorning, noon, and midafternoon.

1. 4-H tractor operation program. The minor is qualified to be employed in an occupation described in par. (a) 1. provided:

a. The minor is a 4-H member;

b. The minor is 14 year of age, or older;

c. The minor is familiar with the normal working hazards in agriculture;

d. The minor has completed a 10-hour training program which includes the following units from the manuals of the 4-H tractor program conducted by, or in accordance with the requirements of, the Cooperative Extension Service of a land grant university:

(i) First-Year Manual:

Unit 1—Learning How to be Safe;

Unit 4—The Instrument Panel;

Unit 5—Controls for Your Tractor;

Unit 6—Daily Maintenance and Safety Check; and

Unit 7—Starting and Stopping Your Tractor;

(ii) Second-Year Manual:

Unit 1—Tractor Safety on the Farm;

(iii) Third-Year Manual:

Unit 1—Tractor Safety on the Highway;

Unit 3—Hitches, Power-take-off, and Hydraulic Controls;

e. The minor has passed a written examination on tractor safety and has demonstrated their ability to operate a tractor safely with a two-wheeled trailed implement on a course similar to one of the 4-H Tractor Operator's Contest Courses; and

f. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the leader who conducted the training program and by an Extension Agent of the Cooperative Extension Service of a land grant university to the effect that the minor has completed all the requirements specified in subd. 1 a. through e. of this subparagraph.

2. 4-H machine operation program. The minor is qualified to be employed in an occupation described in par. (a) 2. provided:

a. The minor satisfies all the requirements specified in subd. 1. a. through e. of this paragraph;

b. The minor has completed an additional 10-hour training program on farm machinery safety, including 4-H Fourth-Year Manual, Unit 1, Safe Use of Farm Machinery;

c. The minor has passed a written and practical examination on safe machinery operation; and

d. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the leader who conducted the training program and by an extension agent of the cooperative extension service of a land grant university, to the effect that the minor has completed all of the requirements specified in subdivisions a. through c. of this subparagraph.

3. Tractor and machine operation program. The minor is qualified to be employed in an occupation described in par. (a) 1. and 2. providing:

a. The minor is 14 years of age, or older;

b. The minor has completed a 4-hour orientation course familiarizing him with the normal working hazards in agriculture;

c. The minor has completed a 20-hour training program on safe operation of tractors and farm machinery, which covers all material specified in subds. 1. d. and 2. b. of this paragraph;

d. The minor has passed a written examination on tractor and farm machinery safety, and has demonstrated their ability to operate a tractor with a two-wheeled trailed implement on a course similar to a 4-H Tractor Operator's Contest Course, and to operate farm machinery safely; and

e. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the volunteer leader who conducted the training program and by an extension agent of the cooperative extension service of a land grant university, to the effect that all of the requirements of subdivisions a. through d. of this subparagraph have been met.

f. Vocational agriculture training. The findings and declarations of fact in par. (a) shall not apply to the employment of a vocational agriculture student under 16 years of age in those occupations in which they have successfully completed one or more training programs described in subd. 1. or 2. of this paragraph and who has been instructed by the employer in the safe and proper operation of the specific equipment the minor is to use, who is continuously and closely supervised by the employer where feasible or, where not feasible, in work such as cultivating, whose safety is checked by the employer at least at midmorning, noon, and midafternoon, and who satisfies whichever of the following program requirements are pertinent:

1. Tractor operation program. The student is qualified to be employed in an occupation described in subparagraph 1. of sub. (22) (a) provided:

a. The minor is 14 years of age, or older;

b. The minor is familiar with the normal working hazards in agriculture;

c. The minor has completed a 15-hour training program which includes the required units specified in the Vocational Agriculture Training Program in Safe Tractor Operation, outlined by the Office of Education, U.S. Department of Health, Education, and Welfare and acceptable by the U.S. Department of Labor.

d. The minor has passed both a written test and a practical test on tractor safety including a demonstration of the minor's ability to operate safely a tractor with a two-wheeled trailed implement on a test course similar to that described in the Vocational Agriculture Training Program in Safe Tractor Operation, outlined by the Office of Education, U.S. Department of Health, Education, and Welfare; and

e. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the Vocational Agriculture teacher who conducted the program to the effect that the student has completed all the requirements specified in subdivisions a. through d. of this subparagraph.

2. Machinery operation program. The student is qualified to be employed in an occupation described in par. (a) 2. provided the minor has completed the Tractor Operation Program described in subparagraph 1. of this paragraph and:

a. The minor has completed an additional 10-hour training program which includes the required units specified in the Vocational Agriculture Training Program in Safe Farm Machinery Operation, outlined by the Office of Education, U.S. Department of Health, Education, and Welfare and approved by the U.S. Department of Labor;

b. The minor has passed both a written test and a practical test on safe machinery operation similar to that described in the Vocational Agriculture Training Program in Safe Farm Machinery Operation, outlined by the Office of Education, U.S. Department of Health, Education, and Welfare; and

c. The employer has on file with the minor's records (name, address and date of birth) a copy of a certificate signed by the Vocational Agriculture teacher who conducted the program to the effect that the student has completed all the requirements specified in subdivisions a. and b. of this subparagraph.

(23) Airports: in or about landing strip, taxi or maintenance apron.

(24) Gun clubs: as skeet and trap loaders.

(25) Occupations which involve the operation or tending of hoisting apparatus or of any power-driven machinery other than office machines; (Also see Federal Child Regulations Section 1500.33)

(26) Hospitals and nursing homes (personal care of patients).

(27) Manufacturing, mining or processing occupations, including occupations requiring the performance of any duties in workrooms or workplaces where goods are manufactured, mined, or otherwise processed; (Also see Federal Labor Regulation Section 1500.33)

(28) Power-driven machinery (light); in the operation of or assisting in the operation of the following machines;

(a) *Lawn and garden equipment including sidewalk type snow blowers.* (This restriction does not apply to work in and around the private home of the employer and not in connection with his trade or business, or to students in a bona fide student learner program)

(b) Machines; drill presses, grinder wheels, lathes and portable power-driven machinery such as drills, sanders and floor maintenance equipment—polishers and scrubbers.

(c) Welding, light—light welding including spot welding in manufacturing operations.

(32) Public Messenger Service: (Also see Federal Child Labor Regulation 3 Section 1500.33)

(33) Occupations which are found to be hazardous for the employment of minors or detrimental to their health or well-being; (Also see Federal Child Labor Regulation 3 Section 1500.33)

(34) Occupations in connection with: (Also see Federal Child Labor Relation 3 Section 1500.33)

(a) Transportation of persons or property by rail, highway, air, water, pipeline, or other means;

(b) Warehousing and storage;

(c) Communications and public utilities;

(d) Construction (including demolition and repair); except such office (including ticket office) work, or sales work, in connection with par. (a), (b), (c) and (d) of this subsection, as does not involve the performance of any duties on trains, motor vehicles, aircraft, vessels, or other media of transportation or at the actual site of construction operations.

(e) Street carnivals and traveling shows.

PERMITTED AND PROHIBITED OCCUPATIONS IN RETAIL, FOOD SERVICE, AND GASOLINE SERVICE ESTABLISHMENTS. (Also see Child Labor Regulation 8 Section 1500.34)

(35) This section shall apply to the following permitted occupations for minors 14 years of age and over employed by retail, food service and gasoline service establishments.

(a) Office and clerical work, including the operation of office machines;

(b) Cashiering, selling, modeling, art work, work in advertising departments, window trimming, and comparative shopping;

(c) Price marking and tagging by hand or by machine, assembling orders, packing and shelving;

(d) Bagging and carrying out customers' orders;

(e) Errand and delivery work by foot, bicycle, and public transportation;

(f) Clean-up work, including the use of vacuum cleaners and floor waxers, and maintenance of grounds, but not including the use of power-driven mowers or cutters;

(g) Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as, but not limited to, dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, and coffee grinders;

(h) Work in connection with cars and trucks if confined to the following: dispensing gasoline and oil; courtesy service; car cleaning, washing and polishing; and other occupations permitted by this section, but not including work involving the use of pits, racks or lifting apparatus, or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring;

(i) Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking goods when performed in areas physically separated from those where the work described in sub. (36) (g) of this section is performed.

(36) Paragraph (a) of this section shall not be construed to permit the application of this subpart to any of the following occupations in retail, food service, and gasoline service establishments for minors under 16 years of age:

(a) All occupations listed in subs. (22) through (34) except occupations involving processing, operation of machines and work in rooms where processing and manufacturing take place which are permitted by sub. (35) of this section;

(b) Work performed in or about boiler or engine rooms;

(c) Work in connection with maintenance or repair of the establishment, machines or equipment;

(d) Outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds, or their substitutes;

(e) Cooking (except at soda fountains, lunch counters, snack bars, or cafeteria serving counters) and baking;

(f) Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery type mixers; persons must be 18 years of age. See sub. (18).

(g) Work in freezers and meat coolers and all work in the preparation of meats for sale except as described in sub. (35) (i) of this section;

(h) Loading and unloading goods to and from trucks, railroad cars, or conveyors;

(i) All occupations in warehouses except office and clerical work.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; emerg. am. eff. 7-7-80; am. (1) (a), (7) (a) 1., (8) (b), (19) (a), r. (9) (b) 1., renum. (9) (b) 2., r. (23), (29) and (30), renum. (24) to (28) and (31) to (36) to be (23) to (33), as renum. am. (28), Register, September, 1980, No. 297, eff. 10-1-80; am. (1) (a) (intro.), (2) (a) (intro.), (3) (a) (intro.), (4) (a), (5) (a) (intro.), (6) (a) (intro.), (7) (a) (intro.), (8) (a), (9) (a), (10) (a) (intro.), (11) (a) (intro.), (12) (a) (intro.), (13) (a), (14) (a) (intro.), (15) (a) (intro.), (16) (a), (17) (a) (intro.), (18) (a) (intro.), (19), (20) (a) (intro.), (21) (a), (36) (intro.) and (f); Register, April, 1983, No. 328, eff. 5-1-83; am. (10) (a) 1. d., (17) (b) 2. to 6., cr. (17) (a) 1. d. and 7., Register, April, 1985, No. 352, eff. 5-1-85.

Ind 70.07 Caddies on golf courses. The labor permit issued by the department of industry, labor and human relations or by a person designated by it to issue labor permits for a minor to be employed as a caddy by the golf club named in the permit, shall be deemed to permit the employment of the minor named in the permit as a caddy by such golf club on whose course inter-club matches, inter-service club matches or special events for nonmembers are being held during the duration of such matches or events; provided that the club on whose course the matches or events are being held secures from the club to whom the permit or permits were issued a list of the caddies transferred prior to the employment of such caddies by the club to which transferred. This list shall contain the name, address, and date of birth of each minor transferred, together with the date of issuance of the permit, the name of the golf club

to which it was issued, and the name of the golf club to which the minor was transferred. The golf club to which the permit or permits were issued shall keep on file at the club a duplicate of the above list. The golf club to which the caddy or caddies are transferred shall add to the list the dates of employment by it of each minor named in the list and shall keep such list on file at the club.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

Ind 70.08 Volunteer services. (1) Services, not prohibited by statute or regulation, performed by minors on a part-time, occasional, and volunteer basis for nonprofit organizations generally recognized not only as nonprofit, but also of an educational, charitable, religious, or community service nature, are not regarded as gainful occupations or employments, where no employer-employe relationship, in fact, exists.

(a) A nonprofit organization is one which is not operating for a profit and no part of the net earnings of which inures to the benefit of any private shareholder or individual.

(b) Minors may engage in part-time occasional services on a volunteer basis for nonprofit organizations of a charitable, educational and religious nature or a community service under the following conditions:

1. Volunteers may not serve at any job or in any area that is prohibited by the child labor law or orders of the department.

2. The hours of contributed service and the time of day shall be limited to those permitted by Wisconsin child labor regulations for minors.

3. Each organization utilizing the service of a minor volunteer must obtain the written consent of the minor's parent.

4. Teenage volunteers must be under the supervision of a responsible adult, and shall have such orientation training and supervision as will make their services a genuine learning experience.

5. The organizations utilizing volunteers should provide by means of insurance, or otherwise, for on-duty injuries that may occur to the volunteer when contributing service to the organization. It is also recommended that some type of liability coverage be provided to protect the volunteer in the event that the volunteer causes an accident to a third party.

6. Teenage volunteers are not to be economically exploited.

7. Nothing in this policy shall be construed to prohibit activities by organized volunteer groups engaged in providing entertainment such as singing, playing or performing, solely for the patients of the hospitals or institutions.

(2) Services not prohibited by statute or regulation performed by students during regular school hours while enrolled in an approved high school or vocational school work training or work experience program are not regarded as gainful occupations or employments, where no employer-employe relationship, in fact, exists.

(a) Minors may engage in work training or work experience programs under the following conditions:

1. The hours of service shall be performed as specified in the training agreement.

2. Minors may not serve at any job prohibited by statute or orders of the department.

3. The program provides a true learning experience and is based on a bona fide curriculum.

4. Proper scholastic credit is given.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

Ind 70.09 Fees for permit and certificate of age. The department fixes a fee of $1 for the issuing of each Child Labor Permit or Certificate of Age and authorizes the retention of 50 cents of the fee by the permit officer as compensation for his services. The permit officer shall forward 50 cents of the fee to the department to cover the cost of administration, materials and supervision. The department authorizes the Milwaukee school board to retain the full fee as compensation for their services due to the volume of permits issued, the high cost of facilities and salaries in the city of Milwaukee.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

Ind 70.10 Employment of minors in agriculture. No minor under 12 years of age may be employed or permitted to work in agriculture.

(1) The presence of a minor under 12 at the place where his parent or guardian is employed, if merely for the purpose of supervision, is not prohibited by this section.

(2) Sections 103.64 to 103.82, Stats., do not apply to the employment of a minor engaged in farm work performed outside school hours in connection with the minor's own home farm and directly for their parent or guardian, or on another farm, with the consent of minor's parent or guardian where the farm work is primarily for exchange purposes.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

Ind 70.12 Canning or first processing perishable fresh fruits and vegetables. Section 103.68, Stats., and Ind 70.05 are modified as provided under 103.66, Stats., regulating the hours of employment of minors 16 and 17 years of age, including married minors, and other minors exempt from school attendance, in canning and freezing establishments during the season of actual first processing of perishable fruits and vegetables as follows:

(1) HOURS OF LABOR. Minors 16 and 17 years of age shall not be required nor permitted to work more than 9 hours in any day nor more than 54 hours in any week, except:

(a) On not more than 18 weeks during the season, canning and freezing establishments may employ any individual minor 16 or 17 years of age more than 9 hours in any day and more than 54 hours in any week and more than 6 days per week but not more than 60 hours per week for 14 weeks and not more than 70 hours for 4 weeks providing that such employment shall not result in any undue hazard to his or her health and that each employe is paid not less than 1-½ times his or her regular rate of pay for hours worked over 40 hours per week.

(b) Section Ind 70.05 (2) (b) Time of day shall not apply to minors 16 and 17 years of age employed under the provisions of par. (a).

(2) REST PERIODS. Each 16 and 17 year old minor shall be given a period of rest of at least 7 consecutive hours from the ending of work on any day to the beginning of work or the beginning of school the next day.

(3) MEAL PERIODS. At least 30 minutes shall be allowed for each meal period reasonably close to the usual meal period time; namely, 6:00 a.m., 12:00 noon, 6:00 p.m., 12:00 midnight or near the middle of a shift. In no case shall a minor be employed or permitted to work more than 6 consecutive hours without a meal period.

(4) DEFINITIONS. For the purpose of this order, "a day" is the 24 hours beginning at 6:00 a.m. of each calendar day; "a week" means a calendar week, or a regular recurring period of 168 hours in the form of 7 consecutive 24-hour periods.

(5) HOURS, BEFORE AND AFTER SEASON. The hours of work of minors 16 and 17 years of age employed in canning and freezing establishments before and after the season of actual first processing of fresh fruits and vegetables must be kept within the limits provided in Ind 70.05.

(6) WAIVER OR MODIFICATION. The department may grant a waiver of modification under this section upon written application of management and labor, where a collective bargaining agreement exists, based upon practical difficulties or unnecessary hardships in complying with this section. If the department determines that compliance with this section is unjust or unreasonable based on existing circumstances, a waiver or modification may be granted if it is not dangerous or prejudicial to the life, health, safety or welfare of the employes.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74; emerg. am. (1), (2) and (6), eff. 7-7-80; emerg. am. (1), eff. 7-26-80; am. (1) (a) and (2), r. (1) (b), renum. (1) (c) to be (1) (b) and cr. (6), Register, September, 1980, No. 297, eff. 10-1-80.

Ind 70.13 Higher standards. Nothing in s. Ind 70.01 to 70.13 of this Administrative Code shall authorize noncompliance with any federal or state law, regulation, or municipal ordinance establishing a higher standard. If more than one standard within this Administrative Code applies to a single activity, the higher standard shall be applicable.

History: Cr. Register, February, 1974, No. 218, eff. 3-1-74.

Ind 70.14 Permanent records to be kept by the employer. (1) Every employer shall make and keep for at least 3 years payroll or other records for each of their employes which contain:

(a) Name and address.

(b) Date of birth.

(c) Dater of entering and leaving employment.

(d) Time of beginning and ending of work each day.

(e) Time of beginning and ending of meal peiods. When employe's meal periods are required or when such meal periods are to be deducted from work time. This requirement shall not apply when work is of such a nature that production or business activity ceases on a regularly scheduled basis.

(f) Total number of hours worked per day and per week.

(g) Rate of pay and wages paid each payroll period.

(h) The amount of and reason for each deduction from the wages earned.

(i) Output of employe, if paid on other than time basis.

(2) The required records or a duplicate copy thereof shall be kept safe and accessible at the place of employment or business at which the employe is employed, or at one or more established central record keeping offices in the state of Wisconsin.

(3) The required records shall be made available for inspection and transcription by a duly authorized deputy of the department during the business hours generally observed by the office at which they are kept or in the community generally.

History: Cr. Register, April, 1983, No. 328, eff. 5-1-83.